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OFFICIAL JOURNAL OF CALIFORNIA TEACHERS ASSOCIATION

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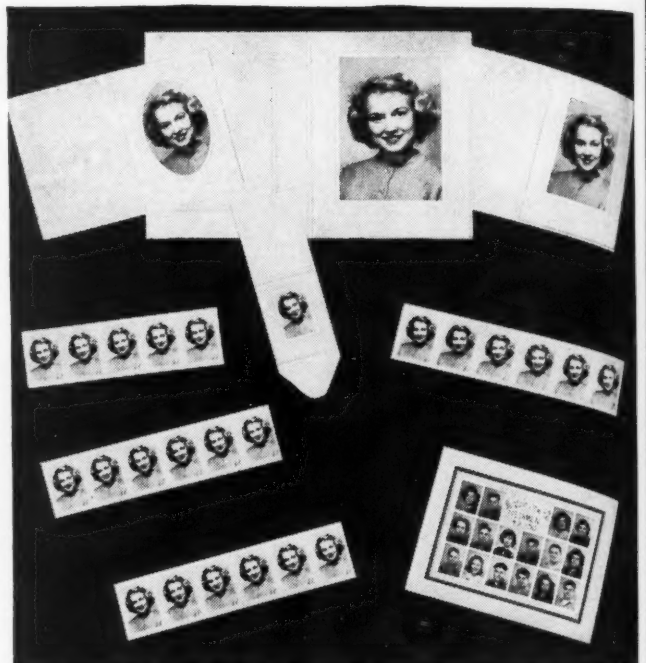
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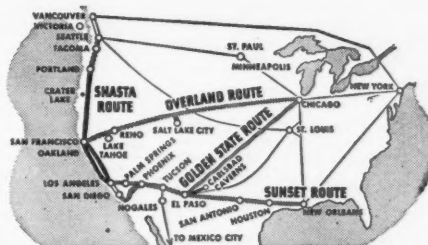
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SIERRA EDUCATIONAL *News*

ERWIN A. DANN, *President*
ARTHUR F. COREY, *State Executive Secretary*
VAUGHAN MACCAUGHEY, *Editor*

VOLUME 45 183 SEPTEMBER 1949

NUMBER 6

THE LEGISLATURE AND THE SCHOOLS

ALTHOUGH the problem of adequate State Aid for the general support of the public schools was not solved by the 59th session of the California Legislature, noteworthy measures were enacted in several other fields.

TEACHER RETIREMENT

The Teacher Retirement Act was substantially amended to take effect July 1, 1950 (see pages 9 and 10). The passage of this legislation, although overshadowed by the publicity surrounding other legislative problems, is a major achievement and should not be minimized.

EQUALIZATION OF ASSESSMENTS

The equalization of assessed values for purposes of State School Aid was established in the law. This is a necessary element in any satisfactory plan for equalization of educational opportunity. This enactment, in its long-term effect, may prove to be one of the important milestones in the development of a really adequate program of school finance for California.

SCHOOL BUILDING AID

Bills were passed setting up a program for State School Building Aid. The critical nature of this need was so evident that in the absence of adequate current revenue in the general fund the Legislature proposed a bond issue of \$250,000,000 for this purpose and called an emergency election on November 8 to give the people of the State an opportunity to ratify it. This amendment will appear as Proposition 1 on the ballot.

EMERGENCY ELECTION MUST BE WON

The necessary campaign for the passage of Proposition 1 on the ballot will demand the highest type of professional loyalty and unity. This measure will not benefit teachers personally. Many districts will get no direct benefits whatever, inasmuch as they have resources to meet current building needs. This issue gives the organized teaching profession an opportunity to prove its effectiveness in fighting energetically for a measure which no one can charge has selfish ends.

Our opposition will be apathy and indifference. The election will be won or lost in our major cities, none of which can enjoy any substantial benefits from it. The campaign will demand some modest financial support from teachers and will give local teacher organizations, which are now stronger and better organized than ever before, an opportunity to show their effectiveness and strength.

A MAJOR CAMPAIGN

Campaign offices have been set up in Los Angeles and San Francisco. These offices are staffed with competent and experienced campaign experts, who will work directly with the CTA field staff and with our Section officers and employees. Special campaign committees are being organized in every county and in all the larger cities. The initiative for this organization rests with the County Superintendents of Schools, and as in previous campaigns this group will give vigorous and effective leadership.

EVERY teacher in the State must be an active campaign worker. California cannot afford to cheat its children. Given the facts, the people on November 8 will decide the issue in favor of adequate school building. — A.F.C.

SUMMARY OF LEGISLATION

By Robert E. McKay

California teachers and school children again are the beneficiaries of a successful legislative program conducted by CTA at the problem-infested 1949 session which ended July 2.

Direct and immediate benefits are being enjoyed by the teaching profession and the school system of California as a result of the six-months-long battle, waged in Sacramento by California Teachers Association and co-operating educational groups.

Despite the tremendous financial burden imposed on the State by the enactment last fall of the controversial McLain pension plan and a growing economy movement in the Legislature, approval was obtained on measures to improve school finance, establish a long-range building aid program, better teacher welfare and to facilitate district administration.

The financial crisis, which saw an estimated \$125,000,000 normally available for school and other needs diverted to the welfare program, forced abandonment of plans to obtain an additional \$32,500,000 to meet urgent requirements for current expenses and \$75,000,000 to launch the distressed building program.

The Emergency Election on November 8 was called as the only immediate alternative to obtaining an appropriation for building. The bill calling the bond election was bitterly but unsuccessfully fought by the McLain pension machine, the Legislature being convinced that school needs come first and that today's children cannot wait.

Due to lack of funds the additional money called for in the CTA-sponsored apportionment bill (AB 2120) could not be provided. Consequently the amount was cut back to the \$120 per unit of ADA provided in the Constitution, plus excess cost for physically-handicapped and mentally-retarded, and a somewhat revised

formula for distribution of the surplus factor adopted.

Teacher Welfare

Greatest gains were made in the field of teacher welfare, where two major accomplishments were recorded. First, the teacher retirement bill (AB 956), increasing benefits by 40% or more, was enacted into law, effective next July 1. It provides more adequate payments both to teachers already retired and those who retire in the future. (See Mrs. Gridley's article, pages 9 and 10 of this issue.)

Next was the provision of a bereavement leave, giving all teachers in California the uniform right to not less than 3 days leave with full pay for death in the immediate family. No such right previously had existed and some districts had refused to grant that privilege.

Building Aid

Enactment of the Building Aid program, described elsewhere in this issue, was perhaps one of the most important single accomplishments. Four bills were written into law to implement the \$250,000,000 bond issue to be voted November 8.

Higher Education

The Legislature provided for the expansion of higher education by establishing new State Colleges in Los Angeles, Sacramento and the Orange County-Southeast Los Angeles County area. In addition it created a new University of California liberal arts branch at Riverside. It authorized State Colleges to grant the masters degree and to charge for placement services.

Assessed Valuations

One of the least-heralded but most far-reaching pieces of legislation to come out of the 1949 session was AB 2027, Kirkwood and Dunn, providing for equalization of assessed valuations for purposes of apportioning State equalization aid to school districts. It

calls for annual studies by the State Board of Equalization to determine the relationship between assessed and true values and the application of a correction factor for apportionment purposes in those counties which are improperly assessed. When effective the law will overcome to a large degree the greatest weakness in the system of school finance, the lack of uniformity in assessment practices.

The CTA successfully opposed all moves to divert school district funds to pay the salaries of school-crossing guards, which it considers a police and not an educational function.

The Legislature turned down a series of bills by Senator Jack B. Tenney of Los Angeles, to impose loyalty oaths on a wide variety of employees, both public and private, and to duplicate existing law providing for dismissal of disloyal teachers.

Child Welfare

The Legislature was not unmindful of the handicapped child. It appropriated \$500,000 to aid the schools in providing buildings and equipment for the education of cerebral-palsied children; liberalized the definition of needy children; expanded the program for education of the mentally-retarded; and improved the financing of the education of physically-handicapped in tuberculosis sanitarium.

Reorganization

Continued as a permanent program was the reorganization of school districts. Greater control and initiative was vested in local committees, which will operate under the State Department of Education instead of the commission which goes out of existence in October.

Increased salaries were voted for the State Superintendent of Public Instruction and for about 20 county superintendents.

Child care centers were continued for another year.

We Built a Soundproof Room

I am a teacher of lip-reading in Modesto and give hearing tests. We use the pure-tone audiometer as well as the phonograph audiometer. To test adequately with pure-tone audiometer, I needed a reasonably soundproof portable room, as our school buildings did not afford an adequate place.

Mr. Ray Chase, our superintendent of construction, planned and built our Audiometry Booth in his shop. Here is his description of the booth, for I believe it will be a help to others.

It has helped us immeasurably and we are convinced that we can give better tests and test more students with less effort and time. — Natalie M. Nelson, Speech Correctionist and Hearing Conservationist, Modesto City Schools.

For the past several years a soundproof room to test students hearing has been needed. Several types have been attempted and built on the principle of a demountable soundproof cubicle, approximately 6 feet square.

Since our growing pains, which are probably similar to all of California's schools, have prohibited us from building a really first-class soundproof room, and also since a centrally-located hearing-testing room still necessitates transporting students to and from the testing-room, the idea naturally matured of building a portable booth which could be moved to the students at any school.

With this in mind, we purchased a retired Key System bus at Oakland and towed it to the Modesto School Maintenance Shops. The bus was 24 feet long by 7 feet 6 inches wide, with approximately 6 feet 6 inches headroom, and was built of aluminum. It was purchased for \$150, less tires and motor.

The seats were removed, the hole in the floor for the motor was patched, and a front trailer-tongue assembly was installed. Next, the wheel-walls were removed from the front and rear, and one set of wells was installed just back of center to accommodate a single-truck front-axle.

How We Did It

The rear accordion-door was removed, as well as the windows on the sides for a distance of 7 feet from the back, and the openings built in with aluminum to match the balance of the body. The rear window was retained.

A completely insulated room was built in the rear of the body, measuring approximately 6 feet by 7 feet by 6 feet head-room. A great deal of attention was given to insure complete separation of this room from the bus body.

The floor, of 1/2-inch plywood, was laid over 4 inches of rock-wool and the space between the walls was filled with granulated rock-wool after an acoustical quilt was installed. The interior of the room was finished with

acoustical tile and a carpet was cemented to the floor.

The windows in the room were installed with three layers of glass, separated by felt strips. One of these windows extends completely across the back of the body, and there is another smaller one between the room and the balance of the trailer. The door to the room was built like a refrigerator door, with a classroom type of lock which cannot be locked from the inside. Fluorescent lights were installed in both rooms and suitable 110-volt outlets installed to accommodate hearing-testing machines, fan, etc. A desk especially designed to hold hearing-testing equipment, supplies, etc., was built and installed fastened to the floor.

Baffled air-ducts were built in the partition separating the hearing-testing room from the balance of the trailer, so that in the future fans may be installed for ventilation in the soundproof room, if required. A wood-paneled, curved door was built to replace the accordion-door at the front.

The section at the front formerly occupied by the radiator was used to house a metal electrical entrance switch box, with enough space to accommodate a 50-foot length of heavy rubber-covered cord used for light and heat. The top of the box is also used to house two electric war surplus airplane blower-type heaters, which are thermostatically controlled. The adjustable shoe was built into the trailer hitch to hold up the front of the trailer, and a pair of leveling jacks were installed at the back, which allows the trailer to be placed level with a minimum of time and labor. Finally, with a coat of paint inside and out, and Mastipave on the floor, and an approved type of classroom lock on the outside door, the unit was ready for use and apparently is working satisfactorily.

The cost of rebuilding the old bus into the two-room trailer unit was \$600, which includes the original cost and all materials and labor.

NEW SCHOOL OF THE WORLD

First of its kind in the Western United States, a School of World Business is opening its doors in September in San Francisco, according to Dr. J. Paul Leonard, president of San Francisco State College. Creation of the school is the result of a long study by a group of businessmen from San Francisco Chamber of Commerce and World Trade Association and officials of San Francisco State College.

The new school will use the facilities of local business and industry to supplement those of the college. Local international trade experts give specialized instruction.

Two New California Educational Officials

Dr. Robert C. Gillingham, teacher, Compton College in Los Angeles County; member of CTA State Board of Directors; chairman, CTA State Committee on Organization; was elected, at the recent Boston meeting of NEA, to membership on the NEA Execu-



Robert C. Gillingham

tive Committee. California school-people are highly gratified at Dr. Gillingham's assumption of this important national post.

Fred W. Bewley, superintendent of the Whittier City Schools, Los Angeles County, was recently elected to the Presidency of California Teachers Southern Section, taking



Fred W. Bewley

office July 1. Mr. Bewley is widely-known in California and national educational circles and long has been an active worker in CTA.

Intermural Physical Education in a Rural School

By James L. Grimes, Loomis Union Elementary School District,
Loomis, Placer County

This discussion does not propose to be the answer to all boys physical education problems or situations. The intent here is to show the operation of one boys physical education program, and to evaluate that program fairly and as bias free as possible.

The activities and situations discussed here pertain to the 7th and 8th grade boys physical education program at the Loomis Union Elementary School.

The needs of the students were considered in conference between the District Superintendent, Richard T. Brown, and the instructor of boys physical education, James L. Grimes, before the opening of school in the fall of 1948. The needs of the students were considered in the light of the purpose of elementary education, and physical and social development of the child. The needs were simple and clear—development of skills, competitive spirit, sportsmanship, and healthy exercise for all students. I wish to emphasize the word **all**.

How to arrive at a workable, uncomplicated program to fulfill these needs was the next point of the conference. This was discussed with an eye to the "seasonal" problem. Obviously, attempting soccer or football during the month of September is poor logic. The American youth is still a baseball addict. Until the World Series is over, the mere mention of any sport other than softball or baseball is bound to meet with disfavor, or at least a low standard of cooperation.

We Make a Program

The program decided upon included in the following order: softball, touch football, basketball, track, and in the late spring, softball again. These games were the basis of the program. Fill-in activities were to be boxing, folk dancing, soccer and 16 mm. films on sporting activities. These fill-ins were to be used during inclement weather as a change, or as needed.

Once the problem of what and when to play was decided, the question of how all students would participate was settled. The situation with 40 boys of varying ages, weights, heights, and degrees of skill presented a poser. The final solution was to use a point sys-

tem as far as age, weight and height were concerned. One point was allotted for each inch of height, one point for each pound of weight and one point for each year of age. These points were totaled for each student. These points were then posted after the student's name, and in the order of the highest number of points at the top of the list and the lowest number of points at the bottom of the list. With this step completed we were ready for the selection of teams.

We Explain to the Students

After the first week of school the students participating were assembled, the system for classifying explained, and the necessary data collected from each student. The points were posted and selections of four 10-man softball teams were made. Appointment to a team was made arbitrarily. The 4 highest point pupils were placed on 4 separate teams, the next 4 highest on separate teams, and so on, until the list was complete. At this stage, the pupils themselves cleared up the degree of skill problems. "So and So" was too good, and he was on a team with four other "Good Guys." Collective bargaining, but not appeasing, straightened out the difficulty and the season was under way.

A continuous round-robin tournament was played, lasting for 5 weeks. A "league" standing was kept, complete with losses, ties and wins. Games lasted the duration of one physical education period, and at that time the game was over. No deviation from this rule was permitted.

Interest maintained a high level. Close observation, improvement suggestions, or, if you wish, "coaching" was the order of the day all along. The league lead changed hands often as skills developed. The change developed the competitive spirit we sought and, needless to say, everyone got their exercise.

To close the season we had our own championship play-off between the two top teams. The entire student-body turned out to witness a 7-inning game. The winning team was presented to the student-body in the following week's assembly. A cardboard plaque, with the winners names listed,

is displayed in the hall, in a prominent place.

This same plan worked splendidly in touch football.

By the time basketball season arrived, the need for outside competition was demanded from all quarters. This is the test of the program. We had 8 teams. Four of these teams were classified as "B" and 4 as "A." The same system of point selection is used. The twenty largest boys are "A," the twenty smaller are "B." The teams practice daily and promotion within the groups adds incentive to learn. The point-maker is patted on the back, but the passer is praised heartily. Teamwork, knowledge of the game, and sportsmanship develop rapidly in a situation of this type.

During our scheduled games with other schools every boy plays, each team playing one-quarter of the game. We feel this is important. The participation of every child is the prime purpose of our program, and is imperative if we are to maintain universal interest in our plan.

Something for Everyone

To find the value of this plan is not difficult. We at Loomis see it as a part of our purpose. We have found these problems solved: How do we get something for everyone? How do we develop, in every student, the primary objectives of skill, competitive spirit, sportsmanship and cooperation? How to maintain an organized, interesting program?

The student who is too small, too awkward, or too "dopey" doesn't seem to be around any more. The youngster who gets the base hit, makes a touch-down, or grabs the rebound this year is the fellow who watched the "Good Guys" or "Team" play last year, and he likes it, believe me.

Intramural physical education is a big lift toward a better, sounder child.

FIRST RESEARCH CONFERENCE

STATE Advisory Council on Educational Research holds its first annual State Conference, October 14, 15 at Santa Barbara College.

Leaders in educational research throughout California will assemble for 4 sessions. Dr. Frank W. Hubbard, NEA Director of Research, will be the luncheon speaker and will give the final summary and appraisal of the conference.

RETIREMENT ALLOWANCES INCREASED

An Account of the New California Retirement Law

By Louise B. Gridley, Berkeley; Chairman of CTA State Committee on Retirement

AFTER two years' study of proposals and suggestions, the State Retirement Committee recommended and the State Council of Education unanimously endorsed a series of changes which would increase substantially the retirement allowances to be received under the State Teachers Retirement System. These changes were incorporated in Assembly Bill 956.

On July 25, 1949, when Governor Warren signed this bill, only one amendment had been added to it. The provisions are not to become effective until July 1, 1950.

The requirements for participation in the benefits under the Retirement System are:

1. No change was made in the requirement that a teacher must have rendered at least 30 years of service for complete participation in the benefits.

a. Only those who were members of the Retirement System on June 30, 1944, may offer out-of-State service as fulfilling part of this requirement.

b. A teacher retiring at age 65 without having completed this requirement will receive both the prior and future service Retirement Annuity Fund benefits, based on service not credited under a local system, and that percentage of the Permanent Fund \$600 to which her years of service entitle her.

2. A teacher with service not credited in a local system must be 60 (reduced from present requirement of 63) years of age or older to obtain the full amount of the prior and future service Retirement Annuity Fund benefits in addition to the basic \$600, but any member may always retire, regardless of age, after 30 years of service and receive the basic \$600 without discount and the prior and current service retirement annuity for service not credited under a local system, with or without discount, depending on whether retirement is under age 60, or at age 60, or over.

3. In addition, a teacher who was teaching as of July 1, 1935, or after and has completed 10 years or more, but not the 30 years of service, will be able to leave her contributions with the system and at age 55 or older, at her option, she may receive an allowance, discounted from age 60, with respect to both Permanent Fund and Retirement Fund benefits, if retirement is below 60.

4. A teacher who is credited with at least 10 years of service, but less than 30 years, and who is incapacitated for performance of duty as proved by medical examination, may retire for disability, no change in this respect having been made by the 1949 amendments.

Benefits Under the System

1. All teachers in the State having satisfied the requirement of 30 years of service will receive the basic amount of \$600 per year.

2. The teacher retiring at 60 or over and having service not credited in a local system, receives a supplementary retirement allowance consisting of two parts:

a. Credit for each year of such service rendered prior to July 1, 1944, will be given at the rate of \$35 per year instead of the present \$20. Not more than 40 years of prior service may be credited.

b. Credit for such service rendered after July 1, 1944, will be based upon \$1.25, instead of 75 cents, per year, for each hundred dollars of salary earned, limited to \$3,000 per year from July 1, 1944, to July 1, 1947, and from July 1, 1947, to an average of \$5,000 per year.

3. A teacher, having completed 30 years of service, but not having attained the age of 60 (lowered from 63), will receive the basic amount of \$600 and the actuarial equivalents of the two items listed in No. 2 above, to which her age at retirement entitles her.

4. Those teachers who have served 10 years or more, but less than 30 years, shall receive the actuarial equivalents of the sum of the prior service and the current service retirement annuity benefits, based on service not credited under a local system, and the percentage of the basic allowance to which her service entitles her, when she arrives at age 55 or older, but with the basic allowance also discounted if retirement is below 60.

5. A teacher retired for disability with credit for at least 10 years of service shall receive the benefits of the basic \$600 to which her service retirement entitles her, plus the actuarial equivalent of the prior service and current service retirement annuity benefits, based on service not credited under a local system, if retirement is below 60, and if at 60, then the retirement annuity benefits without discount.

6. A teacher having deposited 4% of her salary under the 1935 retirement plan may withdraw her funds or leave them to provide an additional credit to her allowance.

7. Teachers already retired on the basis of their service which is not credited under a local system will participate in the increased Retirement Annuity Fund benefits exactly as do the active teachers. The increased allowances will be effective July 1, 1950.

8. A new provision is a death benefit for all active members. In addition to the contributions now paid at death, this would add one-twelfth of the annual salary for each year of service as a member, not to exceed 6 years.

Cost of the Increased Benefits

1. To the Teacher

a. No change will be made in the cost of the basic \$600. The present \$60 per year pays for approximately half if the teacher entered the present system at age 22 and remains until age 63.

b. The teacher will participate in one-half the increased cost of current service after the law becomes effective. Since there is an increase from 75 cents to \$1.25, or 66⅔% on her salary within the limits indicated, this will mean a 66⅔% increase in her annuity contributions. In addition, the reduction of the age from 63 to 60 at which she may retire without having a conversion factor applied will further increase this percentage.

2. To the State

a. The State pays for one-half or more of the basic amount \$600 depending in-

Illustration

Comparison of benefits under the old and the new provisions of the law with an average salary of \$3,000 from July 1, 1944, to July 1, 1947, and \$4,800 after July 1, 1947, assuming the woman teacher will be age 60 upon retirement July 1, 1951, and with (a) 30 years of service prior to and (b) 7 years service after July 1, 1944.

CONVERSION FACTORS to be applied, as explained in the foregoing paragraphs, if retirement is under age 60, appear in the table on Page 10.

Present Plan			
Basic Amount			\$ 600.00
Prior Service: 30 yrs. \times \$20 \times .82*			492.00
Current Service:			
(a) $.75 \times \$3,000 \div 100 \times 3$ yrs. \times .82*	\$ 55.35		
(b) $.75 \times \$4,800 \div 100 \times 4$ yrs. \times .82*	118.08	173.43	
			\$1,265.43
* Conversion Factor			
New Plan			
Basic Amount			\$ 600.00
Prior Service: 30 yrs. \times \$35			1,050.00
Current Service:			
(a) $\$1.25 \times \$3,000 \div 100 \times 3$ yrs.	\$112.50		
(b) $\$1.25 \times \$4,800 \div 100 \times 4$ yrs.	240.00	352.50	
Annual Allowance			\$2,002.50

versely upon the years of service the teacher renders.

b. All of the prior service obligations at the rate of \$35 per teacher per year will be paid by the State.

c. The future service credits cost will be increased for the State as they are for the teacher and, in addition, the State will assume all the additional costs of the increases from July 1, 1944, to July 1, 1950.

d. The entire cost of the added death benefit will be borne by the State.

e. The State also pays the entire cost of the administration of the system.

(The district contribution of \$12 per teacher per year will be continued to help defray the States share of the cost of the system.)

Study of the cost items will reveal that although the teachers contributions have been materially increased, the increase in the cost to the State has been even greater.

Tables of member rates of contribution in percentage of salary are available at the State Teachers Retirement System office, 1408 J Street, Sacramento.

THE present retirement system structure was not changed, but the benefits under this structure were increased. The members of the State Retirement Committee on behalf of the teachers of California wish to thank the Governor and the members of the Legislature for their recognition of the need for these increased benefits.

NEW NEA STATE DIRECTOR FOR CALIFORNIA



Myrtle Gustafson is the new NEA Director for California, elected at the Boston meeting and succeeding Malcolm Murphy. Miss Gustafson is assistant in instruction, Oakland City Schools, and teacher, Claremont Junior High School, Oakland. Vera Hawkins of San Diego is Senior Director for California.

Living in the Peoples World (1949), by Roth-Hobbs-Greenleaf, published by Laidlaw Brothers; 767 pages; color and black-and-white illustrations; price \$2.76; is a 9th grade social studies book which fulfills the requirements of a community civics course from a world point of view.

NORTHERN SECTION NEWS

CTA Northern Section sent 9 delegates to the NEA Convention this year; 4 of them were sent as our share of the State delegation. They were: President Palmer; the Executive Secretary; E. V. Cain of Auburn; and L. C. Ruff of Carmichael, Sacramento County. Three went as representatives of the Classroom Teachers of the Section, an NEA affiliate. They were: President Vera Stephenson of Orland, Secretary Elizabeth Yank of Marysville, and Oscar E. Fylling of Oroville. The City of Sacramento, also an affiliate, sent two. President Jewell Blucher and Treasurer Eugene Lindberg were elected to go, but as Mrs. Blucher was unable to attend, Rex Kircher was sent as the alternate.

It might be noted in passing, that if the Locals will affiliate with the NEA, most of them have membership sufficient to entitle them to send delegates to the Convention each year.

The biennial Institute will be held in Sacramento as usual; at least 10 counties expect to attend. It will be held in the Auditorium, the 3 days before Thanksgiving.—R. W. Everett.

Cable Car Joey, by Naomi and Lorin McCabe, is a delightful book for little children, richly illustrated in color and telling of San Francisco cable cars; Stanford University Press; \$1.95.

MUSIC TEACHERS MEET

At a Kern County workshop for all music teachers, held in the new music room at Beardsley School, Elden Miller, instrumental instructor and band director for elementary school, was in charge, according to word from Lawrence Jacobson, district superintendent. Mr. Miller's excellent article on the song flute as a pre-band instrument appeared in the February 1949 issue of this magazine. He distributed at the workshop a 4-page mimeographed outline article of practical suggestions on brass and woodwind repairs in the classroom. Copies of this helpful material may be obtained by addressing Mr. Miller at 1001 Roberts Lane, Bakersfield.

Retirement Conversion Factors

The following factors, to be applied to reduce Retirement Annuity benefits (and Permanent Fund also, if retirement is with less than 30 years of service), if retirement is below 60, are shown at even ages and are carried to only two decimals for ease of calculating estimates, but in the retirement office they will be carried to further decimals, ages will be taken to completed quarter years, and the results will differ slightly:

SERVICE RETIREMENT

Age at Retirement	Factor Men	Factor Women	Age at Retirement	Factor Men	Factor Women	Age at Retirement	Factor Men	Factor Women
47	.47	.49	52	.61	.63	57	.82	.83
48	.47	.52	53	.64	.66	58	.87	.88
49	.52	.54	54	.68	.70	59	.93	.93
50	.54	.57	55	.72	.74	60, and over	1.00	1.00
51	.58	.60	56	.77	.78			

DISABILITY RETIREMENT

Age at Retirement	Factor Men	Factor Women	Age at Retirement	Factor Men	Factor Women	Age at Retirement	Factor Men	Factor Women
35	.39	.34	44	.54	.46	53	.75	.67
36	.41	.35	45	.56	.48	54	.78	.70
37	.42	.36	46	.58	.50	55	.81	.74
38	.44	.37	47	.60	.52	56	.85	.78
39	.45	.38	48	.62	.54	57	.89	.82
40	.47	.40	49	.65	.56	58	.93	.86
41	.49	.41	50	.67	.59	59	.98	.91
42	.51	.43	51	.69	.61	60, and over	1.00	1.00
43	.52	.44	52	.72	.64			

It is planned to notify retired members of the amount of their recalculated allowances, to be effective July 1, 1950, when the recalculations are completed some time during 1949-50. Emergency questions unanswered by the foregoing statements will be answered as promptly as possible, but you should remember that even such questions will delay completion of the work resulting from the amendments.

Facts on School Building Needs in California

PREPARED BY CTA RESEARCH DEPARTMENT

CALIFORNIANS must decide on November 8 whether the generations of children for the next ten years or so are going to have a good, standard American education or an inferior substitute. California's children will have this standard education if they are provided with enough adequate school rooms. There are not enough school rooms for school enrollments this September, 1949, to say nothing of the many thousands of additional pupils who will be seeking an education during the 1950's.

The 1949 Legislature studied school building needs, as did other interested groups of citizens, including the Cooperative Committee on School Finance. One outstanding fact overtops all the rest.

The needs of California for public school housing for the next ten years are beyond the means of any single Legislature to finance without employing the long-term credit of the State in a long-term capital outlay aid plan.

Three million more Californians now live here than were present in 1940. They did not bring with them their homes, stores, factories, hospitals, utilities, or schools. They brought only their personal possessions, their savings, their energy, their credit, and their children.

The Immigrants Come

To all intents their arrival is not unlike that of the first three million Americans who entered California after 1848; they are migrants who find a society and economy into which they can be fitted only by large-scale adjustments. Among the largest of these adjustments is the procuring of a vast bulk of physical facilities — living and working space.

Classrooms for their children are among these necessary capital outlay requirements. Since it is not the American custom generally to segregate new arrivals into separate, self-contained communities, all California has "moved over" to make the newcomers feel at home.

By 1947 many school districts had reached their limits in financial ability to provide school buildings, short of prohibitive taxes on local property. They had, in many cases, reached the bonded indebtedness permitted by law and had voted upon themselves current

tax rates to the legal limit or beyond. In the face of these barriers, and those imposed by shortages of building materials and soaring costs, children were being taught under makeshift conditions — in nondescript rooms, rooms built for special education, or by the expedient of putting public education on the "shift" basis. Instead of a regular day's schooling, morning and afternoon minimum day sessions were operated, virtually to the point of half-time schooling. By 1946-47 some districts were on triple shifts. By 1948-49 there were children entering junior high schools in California who had not yet in their lives enjoyed the opportunity of a full day's schooling.

Impoverished Districts Helped

The 1947 and 1948 Legislatures provided emergency help in the form of outright grants to impoverished school districts; \$55,000,000 was appropriated in this fashion. Over 400 districts applied for this aid to the total of over \$275,000,000. The \$55,000,000 had to be rationed by an "austerity" formula. Even the amended applications totaled close to \$100,000,000, and these were from only impoverished districts within the terms of the law. Scores of districts were in severe need, but were not quite over the "impoverished" line. When such districts were surveyed, it was discovered that many more millions of dollars of building need was actually present in the State.

The 1949 Legislature was convinced by the facts that only a large-scale, long-term school building aid plan would solve California's crisis in school housing. Californians on November 8 will have the responsibility of putting this school building capital outlay aid plan into existence by voting "yes" on Proposition 1, which is Assembly Constitutional Amendment 80, adopted by the 1949 Legislature. It will add a Section 15 to Article XVI of the Constitution, permitting the sale of \$250,000,000 of State bonds, proceeds of which will be loaned to school districts to help build schools.

If Proposition 1 is carried by a simple majority of voters, then a series of bills passed by the Legislature will put into motion the legal machinery for use of the bond proceeds. Senate Bill 1417 is concerned with the sale, retirement

and management of the State bond issues. Senate Bill 850 sets up the appropriation plan for disbursement of State aid to individual districts. Senate Bill 685 establishes a priority system for applicant districts.

Twenty Questions Answered

Certain questions will undoubtedly come to the minds of voters as they make this important decision. The following list of queries and replies is intended to anticipate this line of questioning and provide the facts upon which a decision should be made:

1. Is California embarking upon an unprecedented and risky innovation in providing an over-all State capital outlay aid plan?

Not at all. By 1948, State aid plans for capital outlay, in one form or another, were operating in 19 States — Alabama, California, Connecticut, Delaware, Florida, Maryland, Massachusetts, Minnesota, Mississippi, Missouri, New Hampshire, North Carolina, New York, Ohio, Oklahoma, Tennessee, Vermont, Virginia and Washington.

2. Why should not California continue the plan it has used during 1947-48 and 1948-49?

The \$55,000,000 granted to districts was taken from State surpluses. These surpluses no longer exist. To finance a program the size of that needed would call for a continuing appropriation out of annual current income of between 50 million and 75 million dollars, none of which would ever return to the State. Since the new schools will be used for the next 40 to 50 years, it is more just to lay the burden of their cost upon succeeding generations than upon the next few generations.

3. Is the estimated cost based upon future assumptions as to births and migration or on vital statistics already known?

School enrollments can be estimated satisfactorily as far ahead as 1953 or 1954. Children born in 1948 will enter Grade 1 in 1954. It is known that for the next few years enrollments will increase 60,000 to over 100,000 annually. New entrants will exceed graduates by over 100,000 per year for several years to come. These children are already born.

4. How large an increase in enrollment is foreseen to 1960?

Realistic estimates of future school enrollment indicate that California may expect between 800,000 and 1,000,000 more enrolled pupils by 1960 than it had in 1948-49.

5. Has the backlog need already been met by the \$55,000,000?

Definitely not. The sums advanced in 1947 and 1948 were over \$15,000,000 short of meeting the amended austerity applications of distressed school districts. School district surveys indicate that in all districts, distressed or not, over half a billion dollars of school plant construction could have been

used by September, 1949, if it could have been erected and financed in time.

6. In terms of classrooms, how large is this building need?

Estimates vary. To house an additional 900,000 pupils by 1960, some 30,000 new rooms will be required, at 30 pupils per room. For every 3 rooms in existence before 1940, there will have to be 7 rooms by 1960. In addition, it is believed not extravagant to add some 2,000 rooms needed for replacement as altogether obsolescent. Enlarged junior college facilities will be in addition to any of the above.

7. In terms of dollars, how large is this building need?

The answer to this question depends to a great degree upon the nature of the construction. Permanent structures built with the \$55,000,000 have tended to cost \$20,000 per room. It is likely that costs will not remain at the high peak of 1947 and 1948, but they may not decline by more than a fraction. Rooms for secondary education tend to cost more than elementary rooms by as much as 50% to 100%, depending upon their use and equipment. At present building costs of permanent structures, it would appear that California may expect to have to erect \$800,000,000 worth of school buildings by 1960.

8. How much of the total need may the State have to finance with an aid plan?

Data collected from district surveys and by study of school district assessments indicate that some 30% of the States average daily attendance in elementary schools may be found in districts expected to apply for State building aid. By the time the population wave reaches secondary schools, probably 20% of high school attendance will seek State aid. If junior college education continues to expand to occupy the role foreseen by the President's Commission on Higher Education, then probably 10% of junior college attendance may have to secure State aid. This breakdown, utilizing present building costs and the area allowances of Senate Bill 850, would indicate a sum between \$235,000,000 and \$250,000,000 will be required for State aid.

9. What will make a district eligible to receive State building aid?

FIRST IT SHOULD BE REMEMBERED THAT THE NEW AID PLAN, IN CONTRAST TO THE PREVIOUS ONE, IS BASICALLY A LOAN PLAN, NOT A GRANT PLAN. DISTRICTS ARE REQUIRED TO THE BEST OF THEIR FINANCIAL STRENGTH TO PAY BACK TO THE STATE WITH INTEREST THE SUMS ADVANCED TO THEM.

a. A district must demonstrate a willingness to do as much for itself locally as it can. To receive State aid, it must bond itself locally to within 95% of its legal maximum, or within \$10,000 of its bonding capacity.

b. The district must have a demonstrable need for additional housing to bring its school facilities to adequate standards. No estimate of enrollment made by an applicant to justify an apportionment can be made for a longer time than the second fiscal year beyond the fiscal year in which the application is made.

c. The district must be relatively poor enough that a local 30-cent tax on its assessed valuation will not raise sufficient money to erect the housing needed for this

calculated two-year growth. That is, if the local bond resources and any sum borrowed from the State cannot be retired with less than a 30-cent tax, then the district is eligible.

10. What limitations are placed upon the building ambitions of a district?

a. No State money will go into local buildings until the building program in toto has received approval of the State. No State money will be advanced until the local funds are on deposit in the county treasury, earmarked for the State approved building projects.

b. The final school plant, both old and new space, cannot total more than 55 square feet (Grades K-6), or 75 square feet (Grades 7-8 or junior high), or 80 square feet (high school and junior college), if State money is to be spent on the project.

c. Senate Bill 850 declares: "... the Legislature considers that the great need in school construction is for adequate classrooms. ... It is the intent of the Legislature to first satisfy this primary need to the greatest extent possible before providing additional educational facilities, regardless of how desirable such additional facilities may be."

11. Since this is a loan plan, in what way can it be regarded as State aid?

a. The law provides that the district will have to pay interest on a State loan for 25 years only, and pay principal for 30 years only. Any amounts unpaid after this time will be given to the district.

b. The law further provides that a district will not be required in paying off its State loan to tax itself more than 40 cents annually for debt retirement. If it is retiring local bonds in 25 years with a 30-cent tax, the State will expect only an additional 10-cent tax to be levied initially toward retirement of the State loan.

12. How does the district repay the State?

The annual installment due the State on its building loan is deducted from the annual State apportionment to the district for its previous year's average daily attendance. To make up for this loss of current income, the district is empowered automatically to raise its local school tax even beyond present legal maximums if need be without further recourse to district election. The State collects its money in Sacramento. The district raises its installment and "pays it to itself" through budget accounting. There is no transfer of money except in the initial instance of the State's depositing the loan sum in the county treasury to the credit of the district.

13. Where does the State put the money it receives from district repayments?

The sums turned over to the State from school apportionments as payment on building aid loans are returned to the General Fund of the State.

14. How is the State's credit protected in the whole plan?

The State is assured of collecting its installment, since it has at least \$90 per pupil to collect from regular school apportionments.

15. Will there be districts which will not pay back all they borrow from the State?

Undoubtedly. Otherwise there would be no reason for a State aid plan. There are districts whose foreseen pupil population growth for the next half dozen years will require them to erect new classrooms every

two years, by a succession of applications for State aid. These districts will be paying back for their buildings into the 1980's. With school buildings costing between \$500 and \$1,000 per pupil (elementary and secondary), assessed valuations per pupil of some \$10,000 or more are required for a district to carry its building costs with local bonds unaided either by outside help or unusually high annual school taxes. Thirty per cent of the State's elementary districts have an assessed valuation of some \$7,200 or less. A number of these are not growing rapidly, but the remainder must be expected to apply for State aid and repay only a portion of the aid.

16. How does the priority plan work for applicant districts?

A system of points will establish an applicant district on a priority list. Points will be given for the percentage of the district's average daily attendance housed adequately (the latest average daily attendance minus two classrooms x 25, and other classrooms x 33), for increased attendance over the fifth preceding year in 5% intervals, for direct expenditures for building since 1944, and for length of time application has been on file.

17. How does the State handle its end of the business?

A Public School Building Loan Fund will be established in the State Treasury into which proceeds from sale of State bonds will be deposited. Management of the State's bond issues is entrusted to a State School Building Finance Committee. Appropriations for building aid will be granted by the State Department of Finance after approval and recommendation of the State Allocation Board. Study and approval of the building plans is in the hands of the State Department of Education. The county superintendent of schools provides the link between the district and the State, with the county superintendent certifying the approval of local bond issues and loan elections as well as certifying as to the proper accumulation of local building funds on the part of the district.

18. How rapidly will the \$250,000,000 be spent?

No more rapidly than pupil population growth requires, nor more rapidly than it is believed the construction industry can assume the task. \$50,000,000 will be made available immediately to care for the backlog and most critical overcrowding. Thereafter the building loan fund will be augmented by no more than \$5,000,000 per month.

19. Should the \$250,000,000 bond plan be regarded as a desirable public investment?

There has never been a time when good schools were not a sound investment. Schools pay dividends in productive, informed and loyal citizens. The school building aid plan will be opposed only by those who place immediate dollar values ahead of those of the welfare of children and the State.

20. Will teachers benefit by the school building aid proposal?

Most certainly. Return to regular class sessions, reduced teacher-pupil ratios, and abandonment of inferior classroom surroundings constitute genuine improvement in the learning situation and in working conditions. Many expensive and irritating administrative problems will be removed.

School Board Members Are Honored

Edwin Eaton, former member of the Fresno City Board of Education, issues a monthly letter in connection with his business; through the courtesy of Erwin A. Dann, assistant superintendent in charge of secondary education, Fresno City Schools, we are privileged to present the following excerpts from one of Mr. Eaton's admirable statements:

Just outside the entrance to the meeting-room of the Board of Education of the Fresno Public Schools is a bronze plaque which reads as follows:

"This room is dedicated as a memorial to the citizens of Fresno who during the past years have unselfishly given of themselves as members of the Board of Education in order to build a finer community."

Just below this dedication is a brief statement credited to the late Dr. Ellwood P. Cubberley, dean of the School of Education at Stanford University. His quoted words are:

"The service rendered by a broad-minded and progressive school board, free from political, denominational, and fraternal influences, a school board that works with the higher welfare of the schools under its control constantly in mind, and one that extends to its executive officers the confidence and intelligent sympathy that brings out the best in each of them, is a community service the importance of which is hard to overestimate. To few men or women in any community comes the opportunity for finer or more enduring service."

Eight years ago, when I was first

elected to the Fresno Board of Education, I hardly noticed the plaque and only casually skimmed through its bronze words. Recently, as I finished my last Board meeting before retiring, I re-read the plaque carefully and with a deep appreciation of its meaning. Dr. Cubberley's last sentence particularly impressed me: "To few men or women in any community comes the opportunity for finer or more enduring service." . . .

A Board of Education is no place for representatives of minority groups as such. Each member of the Board must be guided by the public interest and not by the interest of the particular group to which he may belong. Remember that Dr. Cubberley, in the quotation above, refers to "a broad-minded and progressive school board, free from political, denominational, and fraternal influences."

In the hope of encouraging the right kind of person to allow himself to be induced by the right group to seek election to the Board of Education, I repeat Dr. Cubberley's last sentence on the bronze plaque:

"To few men or women in any community comes the opportunity for finer or more enduring service."

with the program, study the needs and then give active support. A close alliance should be maintained between those in education and those in recreation. This is imperative if the programs are to be co-related so that they complement each other.

Another place where a teacher can make a significant contribution is in teaching the skills that can be utilized in the after-school recreation program. Many times there has been no planning in this aspect of the relationship between the two groups. The programs should be developed jointly, and as the seasonal skills are taught in the schools, the recreation departments should give the opportunity for their application.

Besides the parent, the teacher is probably closer to the child than any other person and consequently is in a position to greatly influence the attitude of the child toward his leisure pursuits. Therefore the teacher should encourage all children to participate in some activity of the recreation program. A teacher's interest should and does extend beyond the formal school-day.

We Use Many Teachers

A large number of our part-time leaders are members of the school faculty, and many of our successful leaders are secured from this source. Needless to say, all teachers do not make good recreation directors. In practice the philosophy of classroom discipline is different from the playground. Children must go to school, but attendance at the playground is by choice. A more informal atmosphere prevails in the recreation program, and a teacher has adjustments to make from the school routine.

Teachers can also render a valuable contribution by enlisting community cooperation and understanding of the recreation problems of the locality. Since such a close alliance exists between education and recreation, it is imperative that we interest ourselves in each other's problems and give every assistance possible.

There are many things that make a city more livable, but high on the list comes adequate provision for wholesome and purposeful recreational opportunities for all ages. Teachers need not be timid about giving their wholehearted support to the endorsement of a recreational program for all citizens; in fact, they should be in the forefront in this crusade. The real issue is one of wise leadership, proper facilities and a well-rounded program that all can endorse and support.

Where Can I, as a Teacher, Contribute To My Local Recreation Field?

By Robert W. Crawford, Superintendent of Recreation, Oakland;
State PTA Chairman for Recreation

Many community recreation programs can probably credit their inception to some teacher who had the vision and courage to bring to the attention of the community the need for a recreation program. Most of these have started as summer programs aimed primarily at the children. The majority have been started with very limited funds, but the growth has been phenomenal.

Many will recall the film released by the Athletic Institute of Chicago entitled "Playtown, U.S.A.," in which the problems of getting a program started in a small midwestern com-

munity were dramatized. The young man who first conceived the idea was a teacher and through his own enthusiasm he was able to enlist the support of civic organizations and groups into a concerted effort for action. They found that even with limited funds a demonstration could be made in which all could see the possibilities of such a program.

Therefore, one of the first steps would be for a teacher to become informed on recreational matters. If a program is already in existence, the teacher should become acquainted with those in charge, familiarize himself

Look at the Fun in a Kindergarten Day

By Beatrice L. Harms, Teacher, Kensington School, Richmond

KINDERGARTEN Baby! Wash your face in gravy!" Teacher rescues her early arrival from First Graders' taunts, and clucks her chick to her.

"Come in, Judy," she invites. "Just look at the clutter on this desk. I must get rid of this stuff!" "Yes," Judy suggests helpfully, "you'd better send it to the Rummage Sale."

A yesterday's absentee puts a note on the desk and skips over to play with blocks. Reading the note, Teacher wonders if the class is exposed to a new contagion. "Please excuse Bobby, he had an oversleep!"

Before she recovers from the note, there is a loud "Boo!" in back of her chair. "Kit Green!" Teacher exclaims with happy surprise. "You're back! I've missed you and you were out so long. I ought to have a little boy like you, Kit!" "I'll bring you one next week," Kit promises, and gives Teacher a crumbly cup-cake.

Janie comes in quietly and pulls out an empty chair beside hers at the table. "Janie, who is that chair for?" Teacher inquires. "Oh, Tommy Moore! Sit here, Tommy Moore," Janie orders, as Tommy comes in.

"Me and Tommy," she chatters, "don't go home on the bus today. We're going to my house and get my dolly suitcase with my clothes in it. Then we're going to Tommy's house." "Really, Janie!" Teacher goes to the phone. An elopement foiled before 9 o'clock.

Coming back, milk money was next on the list. "Who has milk money today?" Teacher asks the class. "I brought two moneys and a penny!" Janet pipes up and hands out 2 dimes and a penny.

Donnie Is Late

There is a sudden turning of the class toward the door. "Donnie," Teacher asks, sternly, "why are you late? You know your Aunt told me to write her a note when you don't get here on time. Now what were you doing?"

"Well," Donnie hesitates, "I petted Miranda's cow a little." "And what else?" Teacher prompts. "They're building a hose house on Tilden Street," Donnie goes on. "Did you go in that house?" questions Teacher.

"No, I only walked around it, that's all!" Donnie confesses. He walks off to the closet to hang up his sweater. To be sure of forgiveness he sings "Onward Christian Soldiers!"

"Who has something to share?" Teacher asks later. "We do!" the Twins chorus together. Then they pass out baby pictures cut from magazines. "Hey!" says Billy, as he takes his picture, "what's the big idea? I'm not a daddy!"

"It's my Happy Birthday!" Betty Ann tells everyone. Inspired by the Birthday idea, Mary Lou offers: "I'll make you a birthday cake when it's your Happy Birthday, Teacher." "I'll bake you a wedding cake," Patsy is not to be outdone. "And I will bring you a diamond ring!" Susan rises to the occasion. Teacher is left only to secure the man!

During Free Activity, Teacher looks critically at a black mess of nothing on the easel. "Tommy," she asks, "what is that you're painting?" Comes the quick answer, "It's a house, and it's all burning up."

The quiet signal is played on the

piano. "Children, you're too noisy. Let's quiet down," Teacher admonishes. There is a tug at her arm and Dicky shrills, "You ought to give us all a piece of candy and then we'd be quiet. An' you wouldn't have so much candy!" There is a gift piece of candy, and Dicky remembers Teacher has it in her desk.

At recess, Peter has a slight scratch. He shows it to Teacher. "Ann did that," he explains. "She's an uncivilized girl friend!"

A messenger comes in, saying the principal wants to see Teacher. "And what did Mrs. . . . say to you," Davy wants to know. He remembers being caught by the principal in the yard, squirting water from the drinking fountain. He is sure Teacher has been scolded, too.

Does It Hurt?

The Dental Hygienist comes in to check on teeth. "Will you hurt?" Jackie wants to know. "No, I only want to see if you have 20 teeth, that's all," she reassures him. "And what do you do to us if we don't have 20 teeth?" Jackie asks, still worried.

Yes, there's fun in a Kindergarten Day, Teacher decides, as she hears them sing the Goodbye Song and waves them off on the bus!

Begin Now to Prepare for American Education Week



Thursday, November 10
Home and Community
Obligations



Sunday, November 6
The Worth of the Individual



Monday, November 7
Educational Opportunity



Tuesday, November 8
Responsible Citizenship



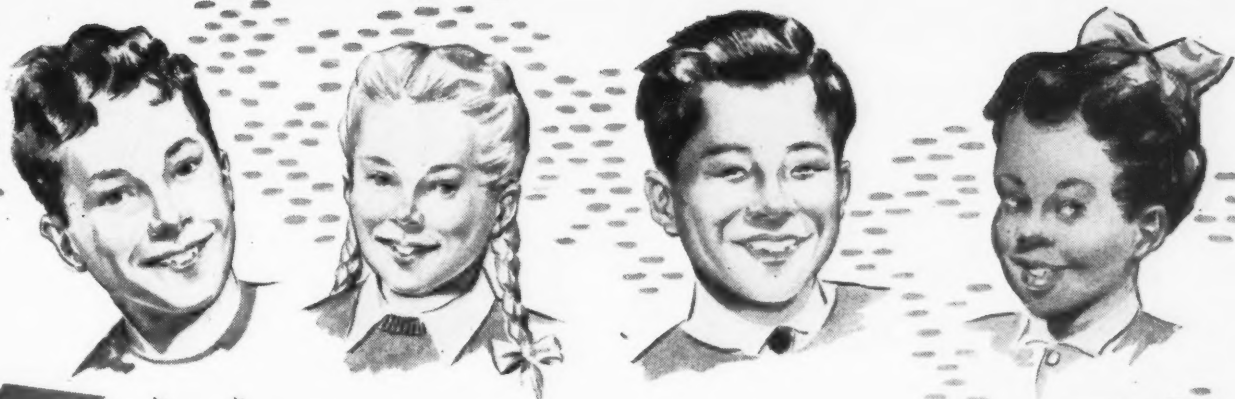
Wednesday, November 9
Health and Safety



Friday, November 11
Our Freedom and Security



Saturday, November 12
Next Decade in Education



★ ★ ★ ★ ★
AMERICA'S children
 are better-fed wherever
teachers are taking action!

Recent surveys show that eating habits of boys and girls have improved strikingly wherever teachers are using modern techniques to help children learn about good nutrition. But the job is big, and *much more needs to be done!* As Phipard and Steibeling point out in *Adequacy of the American Diet**, "The importance of education in raising nutritional levels cannot be overemphasized. But the application of the (nutritional) knowledge we have has lagged behind its development."

*Journal of the American Medical Association, Feb. 26, 1949

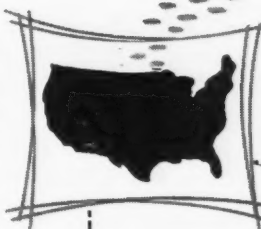


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WHO'S THE VILLAIN

In This Melodrama?

PARENTS? VOTERS? TAXPAYERS?
LEGISLATORS? SCHOOL BOARDS? TEACHERS?

**Every California public school
Teacher should read carefully
this urgently important
statement**

WHAT's a good melodrama without some scurrilous villain? How can we hiss and hate and boo the one who's **CHEATING CHILDREN** unless we can recognize him? Is he disguised as a parent, or taxpayer, or schoolboard member? Is he posing as a voter, legislator, or school administrator?

First, let's look at the stage setting.

In California — not in the much maligned Deep South — more than 100,000 children are being rationed their education in half-day schooling.

A Sorry Story

In California — not in China — nearly a hundred thousand children are attending school in makeshift classrooms, abandoned military barracks, church basements — here a room over the fire house, there a lumber camp cook shed; in many places vacant storerooms or garages. In the schoolbuildings, such facilities as libraries, cafeterias, auditoriums, book and supply rooms, and in at least two cases, even toilets have been converted to classrooms. Anything to provide a roof over groups of 30 to 60 children a half-day at a time.

In California — not in Russia — more than 200,000 children are herded into classrooms with far more children than the number univer-

sally considered maximum for effective learning conditions.

And these numbers are growing every year, every day!

*Yes, anyone can plainly see, **SOMEBODY'S CHEATING CHILDREN** out of their democratic birthright to good and equal educational opportunities.*

BUT WHO'S THE VILLAIN?

Now, let's look at the record of the possible culprits.

Certainly it's not the parents. No parent is going to place his most prized possession — his child — at a disadvantage in life's struggle if he can help it.

The People Want Good Schools

Could it be voters and taxpayers? They're the same, you know — they just do a quick change of costume between March and November. But there's no evidence that they have any corresponding change of heart. **EVERY TIME THE VOTERS OF CALIFORNIA HAVE BEEN ASKED TO VOTE MORE MONEY FOR EDUCATING CHILDREN, THEY'VE GIVEN AN OVERWHELMING APPROVAL, KNOWING THAT THE INCREASE WOULD BE WRITTEN INTO THEIR OWN TAX BILLS.**

In nearly all the school districts where these educational slum conditions exist, voters have elected to increase their own taxes above the legal maximum. They have voted all the bonds for schools that the law allows. They can't do any more by themselves.

The Legislators Have Helped

Legislators? In two years the California Legislature appropriated \$55 million out of current revenues to aid impoverished districts in meeting critical schoolhousing needs. With no revenue surplus available this year, the Legislature voted overwhelmingly to call an emergency election so that the people could vote the bonds to extend and carry on this aid by an improved process. We'll have to look farther for our villain.

Schoolboards or administrators? No, they've taken the lead in all local efforts to meet this situation. And they take the brunt of the responsibility for providing the makeshift facilities that make even a rationed educational program possible.

And it certainly isn't the teachers! Not unless we fall down on this opportunity to provide the money needed. We're the ones who know this need most intimately. We're the ones who best understand the crippling effects these educational slums are having on the childhood victims. **TEACHERS ALWAYS HAVE USED THEIR ORGANIZED STRENGTH TO SUPPORT BETTER EDUCATION. TEACHERS MUST, AND WILL, TAKE THE LEAD IN THIS CAMPAIGN, EVEN THOUGH IT MEANS NO FINANCIAL BENEFIT TO THEMSELVES!**

THE ONLY VILLAIN IS THE STORK THAT FLIES LIKE A BAT!

Yet how could the bird that brings bundles of genuine happiness to so many homes be called a villain? With the demands that have been made on him these last few years, that bird must be just about tuckered out too.

Here are some figures on the stork's activities that show the real cause of our schoolhousing problems. Paste these in your hat for handy

reference, or write them on your cuff before each exam.:

1. In 1940, 112,000 babies were born in California. In 1947, there were 246,000 of these migrants from heaven. And the annual totals are staying close to that figure.

2. There are over 60,000 more students enrolled in California public schools this September than there were last June. Next September the enrollment will jump another 70,000. They must be taken care of somehow — by more overcrowding, more makeshift.

3. For the following years, the total enrollment will increase by an average of 100,000 per year.

4. To meet present needs and future growth, we'll have to open five new 500-student schools every Monday morning, summer and winter, for the next ten years.

5. Two of these schools will have to be in the "impoverished" districts — districts that will qualify for assistance from the money Proposition 1 will provide.

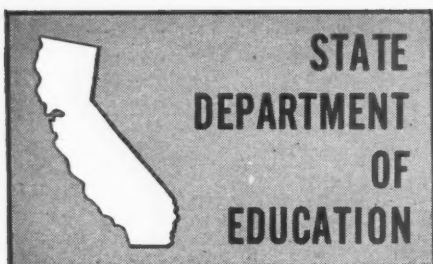
6. California's phenomenal growth of population has been heaviest in the suburban communities surrounding major cities — residential communities where vast housing projects are completed and occupied by hundreds of young families in the course of a few months; where there is no industrial wealth to build up the assessed wealth to pay for education.

7. It takes an assessed valuation of at least \$15,000 per student to provide adequate school facilities. There is no such valuation in residential communities where most of the homes are assessed at less than \$3,000, with their tax revenue producing capacity further reduced by veterans exemptions.

Let's Not Cheat Children

THAT'S OUR PROGRAM . . . AND THERE IS NO VILLAIN IN THIS MELODRAMA!

BUT WE CAN QUIT CHEATING CHILDREN — BY WORKING FOR A "YES" VOTE ON PROPOSITION 1. EMERGENCY ELECTION TUESDAY, NOVEMBER 8.



The New School Year

A Message from Roy E. Simpson,
Superintendent of Public Instruction

The school year opening this month renews and continues our observance of California's Centennials. When we speak of the days of '49, we think of the great burst of energy that brought about the migration of people from all over the world to California a century ago. Within a year the Gold Rush had resulted in admission of the magnificently endowed territory to statehood.

It may be that a hundred years hence, our descendants will find the record of the Nineteen-Forty-Niners equally interesting and significant. For this may prove to be the year in which California's tremendous phase of Twentieth Century growth and development will be stabilized, and our huge newly acquired population absorbed and "settled." We do not anticipate any "static" condition for California. We do anticipate a more adequate adjustment of living, working and educational facilities, and of public services, to the needs of California's new millions of people. The fact that this growth has occurred in a post-war era has complicated the problems accompanying it.

The heaviest impact of these problems and their complications has been felt in the California Public School System ever since the middle years of the war. Drastic solutions to the problems have been undertaken by the State Legislature in some hundreds of new school laws, many of them designed to increase financial aid to the school districts, and to provide essential school-housing on an emergency basis to some of the desperately overcrowded districts. The people have approved basic constitutional amendments authorizing a more adequate State School Fund, and authorizing appointment of personnel that has made possible the reorganization of the State Department of Education. Local school boards have exerted all of their powers to meet the emergency situations in their districts through local effort and resources.

We cannot forecast that the increases in California's public school population which have been continuous since 1943 will begin to recede in 1949-1950. The survey made on March 31, 1949, shows a total enrollment (graded and ungraded) of 1,933,196. The comparable total on March 31, 1948, was 1,796,809. Thus, within the past year there was an increase of 136,387. Of this total increase, more than 53,000 was reported in kindergarten and grades 1-4.

When we consider that such increases in enrollment have been our experience every year during the war and post-war periods, the immensity of our problem may be grasped.

Tribute to Teachers

It is the splendid performance of California teachers that has been our first great resource in meeting this problem. The care they have taken to maintain standards at the highest possible level, under conditions in many areas that placed them under great strain in their daily work, is worthy of the very finest traditions of the profession. The teachers have been unwavering in their devotion to the welfare of our children. They have sought instinctively to maintain that equality of educational opportunity for every child which is one of the major objectives of the profession.

If Californians of the future render honor where honor is due, they will think specially of the teachers in the California public schools as citizens of 1949 who gave most tirelessly and deeply of their own energies in building for the future.

Our First Task

Our first task in the new school year is to let our communities know how important it is that Proposition 1 on the November ballot, the Constitutional Amendment authorizing a bond issue to finance school buildings, be approved.

All who serve in the public schools can be effective in spreading the information that will help our citizens to understand the significance of their vote on this proposition. For it is the school people who know better than any other group the importance of affirmative action on this problem to the children in the classrooms.

Curriculum Studies

The first of the larger professional conferences of the year will be the Annual Conference on the Direction and Improvement of Instruction and

on Child Welfare, at San Jose, October 8 to 11. The general theme to be considered by the California School Supervisors Association is curriculum development, with special reference to the Framework for Public Education in California, which has been drafted in tentative form by a State-wide committee. Dr. Jay Davis Conner, associate superintendent and chief of the division of instruction in the Department, is serving as chairman of the committee.

EXPANSION PROGRAM of Southern California Teachers Home

California Teachers Association Southern Section proudly reports the successful inauguration of its two-year Expansion Program of Southern California Teachers Home. A voluntary gift of \$10 per teacher has been solicited, and already gifts exceeding \$96,000 in cash and \$37,000 in pledges have been received. This gratifying response has come in spite of the fact that many schools and associations reported at once, in January, that they would defer action on the project until the beginning of the school year 1949-50, when local professional budgets would be adopted and collections made. Yet even with a start as late as January, more than half of the goal of \$250,000 has already been met.

The Board of Trustees of the Bureau of Welfare is delighted. The Expansion Program will be in full swing again at the opening of school. Building plans for the first unit have been officially ordered. A further gift of \$20,000 will permit a start of building operations.

This unique enterprise is not the sole activity or interest of the Bureau of Welfare of the Southern Section; there is in addition a full program which concerns itself with other benevolences. To support these activities the Bureau is making at this time its 22nd annual appeal for financial support.

The Board of Trustees has prepared an estimated budget in the confidence that the teachers throughout the Southern Section again this year will be as generous as they have been in the past. Quotas suggested to teacher groups in the Southern Section are based on an average of \$2 per teacher. This sum in the aggregate will underwrite and continue the service of meeting the needs of teachers in distress. Surely Southern Section teachers have good reason to be proud; truly it can be said of them, "They Care for Their Own."

"Carburetor"

FOR A COAL MINE

Most school boys know that it's necessary to heat the carburetor air in airplane engines to prevent their "icing up." And here's a coal mine "carburetor," or ventilating intake, that does the same job. A huge radiator across its mouth keeps the temperature of the air being drawn into the mine above the freezing point. Otherwise any moisture on shaft walks might freeze up, restricting the flow of air needed for the comfort and health of miners working below.



Steel-jawed "alligator" is this modern coal-loading machine. Trundling up to a pile of coal, it swallows it up, moves it over its back into the waiting mine truck behind. Machines like this have practically banished the hand shovel from today's modern mines.



"Electric mule" is what modern miners call this underground truck. It "jackknifes" 7-ton loads around underground corners, carries coal from loading machine to mine train or belt conveyor. Units like these get their electric power from spark-proof motors.

To help your students get a real knowledge of progressive coal mining, we've just printed a new illustrated booklet, *A Down-to-Earth Picture of Coal*. Packed with photographs showing men, mines, and machines, it will prove an invaluable teaching aid. For your free copies, simply mail this coupon.

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How One Board of Managers Works—

By Mrs. Marvin Owen, North Hollywood; President, 10th District, Los Angeles

"How, with a great membership of nearly 700,000 in its State area, does the California Congress of Parents and Teachers transmit effectively its thinking, its action, and its recommendations to its local associations?" is the question often asked by the interested, and sometimes amazed, public.

To briefly answer this query we offer the following resume of customary procedure at the regular bi-monthly meetings of the Board of Managers:

First of all, we might say that for convenience in general operation, the California Congress of Parents and Teachers is divided into 29 districts, each of which has an Executive Board similar in pattern to that of the State Board of Managers.

In order that all policies and recommendations of the State Board be interpreted wisely into the organizational procedures of the local association, each such local unit has, as its direct representative, its District President participating as an active, voting member on the State Board of Managers.

She Is Responsible

The District President, then, is responsible to her membership and to her State Congress for the recording of all information presented at the State Board meetings by the State President, and chairmen of all fields of Parent-Teacher service, as well as by speakers of prominence on the bi-monthly agendas. It is also essential that she make careful notations of results of studies made by special committees, with whatever action is taken by vote of the Board of Managers regarding these. This is particularly true of Legislative reports, which must be correctly and carefully relayed to the membership in the local area.

District Presidents have the privilege, and are expected, to serve on various regular or specially-appointed committees of the State Board, which meet at breakfasts, luncheons or afternoon conferences during Board sessions, some frequently being called one day prior to Board opening.

At a noon luncheon meeting of the first day of Board of Managers meeting, the District Presidents meet as a

group, with a President and Secretary elected from their ranks to preside at the meeting and record such matters as have pertinence to the Board agenda, time of the year, or problems arising in their own districts which might need evaluation and possible solution.

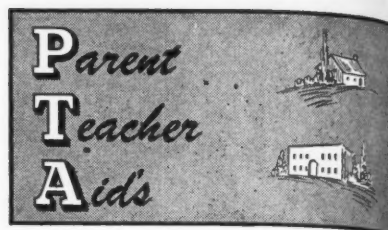
It is at this time that these Presidents have the honor of informal discussion of these matters with their State President, who is always on hand to assist in interpretation or advice. It is quite possible that from this luncheon-conference certain recommendations may be made to the State Board of Managers for discussion and action, if such recommendations depict, as they should, the representative feeling of each district on a given subject.

Following the luncheon meeting, these District Presidents go into another committee session, which is called State Services Committee, at which the Director of Extension of the State Congress presides with all members of that department, such as membership, men's membership, high school service, and field service, joining in the discussions and instructional program. Here are defined the services given to each district by the State Congress, such as speakers, workshop leaders, our own California Parent-Teacher Magazine chairman-promoters, parent-education assistance, etc. Here, also, do the Presidents present certain matters that are of importance to their local units, receiving through group discussion or direct advice from a presiding officer or chairman, such help as they may need. Recommendations may be directed to State Board from this meeting, also, being presented by the Director of Extension.

Please Note

The District President, therefore, seeing the picture in its entirety, is truly the liaison officer between the State Board of Managers and the working membership. The familiar words: "District Presidents, please take note," are a constant reminder to these busy recorders to "get the pencil moving."

It is always a joy, however, to these members of the State Board to perceive the constant democratic procedures as conducted by the entire body—to



work with friends toward a common purpose in achievement for child welfare in the State of California.

TEACHERS MEET PARENTS

By Edith A. Smith, Teacher, Eastmont Junior High School, Montebello

Under direction of Keith Wood, principal of Eastmont Junior High School of Montebello unified school district, Los Angeles County, two 7th grade corelated teachers held parent conferences during November and April.

The November sessions were get acquainted conferences. Normal progress and adjustment, academic progress, and social problems of behavior of the child were discussed with the parents. The purpose of the first conference established a working-relationship between the parents and the school. The teachers stressed their understanding of child behavior in order to win the parents confidence and cooperation. This led their discussion into constructive planning for each child.

Teacher Knew Each Child

Before holding each conference the teacher knew the expectancy of each child and in a skillful manner helped the parent to understand what to expect of his child. Each parent was given the academic and citizenship grades of his child. The teachers discussed with the parents how the child could make social and academic improvements.

Principal Wood sums of the parent teacher conferences by saying:

"As an administrator I believe the school and the home have joint responsibility for a child's development. A child's behavior is influenced by what happens in either place. In order to help the child, the school and the home must cooperate.

"Parent-teacher conferences were successful at our junior high school. One teacher had 65% of the parents attend the November conferences. In April the same teacher had conferences with 90% of the parents.

"It is my opinion that individual parent teacher conferences are one of the most satisfactory means of bringing about better cooperation between the home and the school."

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Many hours of fun for the pre-primer child. Large illustrations, no reading. Creative work, coloring. Monkeys, elephants, dogs, cats, mice, birds, etc., all in costume. Your class will enjoy them. 48 pages.

READING READINESS Gr.-Pr. \$2.00
A teacher-directed study for children who are not ready to read. The specific training offered in the exercises given in this book will give the child an enlarged vocabulary, correct eye movements, and the good work habits so essential to beginning reading. 50 pages.

AS THE VERY YOUNG SEE IT Gr.-Pr. \$2.00
This book illustrates the very young child's little world of interests—mother, father, the children and their clothes, baby and his toys, the house, the outdoor things, and the youngster's pets—the black puppy, white kitten, and brown piggy. An entirely different book for the beginner. 46 pages.

I CAN DO IT Gr.-Pr. \$2.00
This valuable book is designed to meet the needs of children preparing for beginning reading. Divided into 6 sections: 1—letters and differences, 2—completion, 3—separation, 4—selection, 5—association, 6—sequence. All cutting is on straight lines not around small outlines. 50 pages.

RESPONDER FOR THE BEGINNER Gr.-Pr. \$2.00
Full of activities, coloring, cutting, and pasting. Brownies, home life, father, mother, baby sister and brother, farm animals, etc. Large pictures. A very instructive unit and will keep the child interested. 50 pages.

NO. 150-READING STARTWORK 1 Gr. 1 \$2.35
First primer work for children in the early stages of learning to read. Teaches the colors, names and words pertaining to the family and home, children's pets and other animals. 48 pages.

NO. 151-READING STARTWORK 2 Gr. 1 \$2.35
Interesting reading and suggestions for activities for children learning to read. Pictured content of words, pictured action words, matching words and pictures, picture number activities. 48 pages.

NO. 152-READING STARTWORK 3 Gr. 1 \$2.35
For first grade children during second semester. Also makes excellent review material for second grade. Reviews words and new words, many things to read-and-do, farm animals and products, pictures and stories of fruits and vegetables. 47 pages.

NO. 153-READING STARTWORK 4 Gr. 1 \$2.35
Designed for first grade children during second semester. Often used as review material for second grade. Stories, pictures, and activities about Peter Rabbit, the circus, toys of various kinds, the grocery store, miscellaneous activities. 42 pages.

READING STARTWORK EXERCISES Gr. 1, 2 \$2.00
Each page is a complete lesson designed to test the silent reading ability of the pupil, to help him in finding the main ideas presented, and to determine his ability to follow printed instructions. 50 pages.

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Twenty-five pages of easy letter and word writing to correct your pupils that it is easy to change from manuscript writing to script. Contains the alphabet, numbers, colors, and simple illustrated words.

TEACHER HELPS, CLASSROOM DECORATIONS
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Thirty-four excellent full-page illustrations representing the seasons and holidays of the year. Pictures of Lincoln, Washington, a turkey, pumpkin, Easter eggs, Valentine's, snowman, Puritan boy, Santa Claus, etc. Illustrations may be used as "cutouts" for table talk, for color projects, or for classroom decoration.

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Outline maps without comment or prepared activity to fill the need for special hectograph geography material the teacher so often requires. Groups of States, U. S. Political, U. S. Possessions, U. S. Growth, Alaska and Canada, Caribbean, World, North America, 14 maps.

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Outline maps of United States, North America, South America, Europe, Africa, Asia, Australia, World 8 maps.

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FIRST BOOK ON SAFETY Gr. 1-3 \$1.50
Safety has become extremely important in every school curriculum. This brand new book makes the very young child safety conscious, teaches him important safety rules. Full of illustrations and activity. 32 pages.

OUR PLAYHOUSE Gr. 1, 2 \$1.50
Every child likes to build. This book is the story in pictures, sentences, and words of several children and their playhouses, toys, and pets. An excellent help to teachers who are trying to make learning to read an interesting, enjoyable, and natural experience. 31 pages.

THE FARM Gr. 1-3 \$1.50
This excellent farm project will help children to gain an extensive, meaningful vocabulary. Youngsters are always interested in the farm and farm animals. Will provide a semester's work based on reading, spelling, art, music, and handwriting for that length of time. 31 pages.

THE HOUSE ON THE FARM Gr. 1-3 \$2.00
Combination unit made up of sections of "Our Playhouse" and "The Farm." Pictures and stories are most interesting and helpful to small children. 50 pages.

NO. 554-OUR COMMUNITY Gr. 2, 3 \$2.30
Philip and Nancy learn all about their community through stories told by their mother, and by games, pictures, and visits to the grocer, the dairy farmer, the post office, the fire station, the police, and others. Many complete lessons covering important phases of public life in the community that every child should know. 90 pages.

MY BOOK ABOUT TRAVEL Gr. 2, 3 \$2.00
With 19 large full-page illustrations and many pages of interesting activity to develop the child's larger muscles, this book adequately describes to the boy and girl the operation of freight and passenger trains. Reading, coloring, cutting, and pasting. 50 pages.

ADVENTURES IN BOATLAND Gr. 2, 4 \$2.00
This is an enlightening explanation of what goes on in the harbor. Many different kinds of boats are described and illustrated to give a new meaning to the activity one sees on the water. Directions for building toy harbors and boats, and review tests make this book very appealing. 37 pages.

THE STORY OF TRANSPORTATION Gr. 2-4 \$1.50
The story of man's struggle to find swiftest, easiest, and surest methods of carrying himself, his goods, and his messages. The growth and development of transportation. Excellent illustrations and reading material. 32 pages.

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A fine history unit. Helpful in giving an understanding of "The American Way" through the European background. A study of the people of medieval England, centering about the signing of the Magna Carta. 32 pages.

MAN'S FIRST MUSIC Gr. 2-4 \$1.50
The story of rhythm—the basis of all music—made vital and interesting. Illustrates how rhythm has developed from the time of primitive man until the present. Very interesting and well illustrated. 32 pages.

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The Eskimos provide a fascinating study for the winter months. Let the children live in the icy northland, experiencing all the hardships and fun of the northern folk. Excellent good for handwork and language development. 31 pages.

THE WOODLAND INDIANS Gr. 2-4 \$1.50
Pictures and stories of an Ojibwa Tribe, their river camp, Chief Big Eagle and his little boy Eagle, their food, traditions, customs, weapons, and musical instruments. Children love to build teepees, make canoes, and other things that Indians do. A socializing unit for a semester's work. 33 pages.

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This book has been planned to give primary children a background for the study of Holland. They will be thrilled with the pictures and simple stories of many things that children love to build, make, and do. In imagination they may live in Holland for a whole semester, making butter, sailing and skating on the canal, visiting wooden shoes, and doing other things which the little people of Holland do. 32 pages.

ROMANTIC MISSION LANDS Gr. 2-4 \$2.00
A brief and chronological record of the founding of the 21 Catholic Missions of California. Includes maps, pictures of the missions, review tests (Latin), an answer key including Indian life before and after the missions were established, interesting insights into the lives of the Fathers or Padres. 52 pages.

LAND OF MEXICO Gr. 2-4 \$2.00
A thrilling study of our neighbors south of the border, including a brief Spanish vocabulary which children like, stories of their country, their holidays, how they dress, and how they live. Easily correlated with other subjects such as music, art, current events, etc. Will result in a deeper appreciation of Mexico. 42 pages.

JOURNEYS IN DISTANT LANDS Gr. 2-4 \$1.50
Written in story form, with many blanks to be filled in from the lists of words supplied, this book describes a continuous trip from home to China, across the Malay Peninsula to Arabia, on the Tigris and Euphrates rivers, through Africa on the Nile and Congo rivers, visiting Italy, Greece, Germany, Netherlands, Norway, Land of the Midnight Sun, England, and home again. Maps and pictures add a personal touch. Answer key is supplied. 25 pages.

ADVENTURES IN CALIFORNIA Gr. 2-4 \$2.35
Children pleasantly acquire the information this social study book of California contains by working out the games used to increase the knowledge, speaking vocabulary, and observation of the child. Strongly recommended. 68 pages.

SOCIAL STUDIES OF THE UNITED STATES Gr. 2-4 \$2.00
This book is intended to stimulate interest, to furnish a review of work already covered, and to test the present ability of the student, using geography and history as basic subjects, supplemented by spelling, word study, English, arithmetic, reading, music, and art. Children will cross these problems. Answer key supplied. 50 pages.

OUR FRIENDS OF MANY COUNTRIES Gr. 2-4 \$1.50
A study of the people of various countries centered about their costumes and customs. A rich and meaningful background for an intensive study of each country, its traditions, people, products, language, literature, folk dancing, and its songs. Flags of 18 countries illustrated. 32 pages.

LIFE IN CHINA Gr. 2-4 \$1.50
This Chinese unit is planned to depict Chinese life and Chinese-American relations. Includes stories, illustrations, and activities. Children will be delighted with the pictures and activities suggested. 32 pages.

THE ANIMAL FARM Gr. 2, 4 \$2.00
All young folks love animals, and they will be delighted with this new book—the interesting story of an actual trip to the animal farm. Accurate illustrations. 40 pages.

THE ZOO Gr. 2, 4 \$1.50
Ann and John visit the zoo during their summer vacation and become acquainted with many of the animals. Learn of their native lands, their characteristics and food. New words and phrases introduced. An excellent aid in vocabulary building. 32 pages.

WILD LIFE NEAR BY Gr. 2, 4 \$1.50
The study of nature may be most thrilling! The continued story is of a little boy, Dicky, who dreams he goes fishing and gets acquainted with Frogs, Bat, Billy Beaver, Jerry Cooper, Tilly Owl, Porky Porcupine, Squeaky Squirrel, and many others. 35 pages.

MY BIRD COLOR BOOK Gr. 2-4 \$1.50
This beautiful book contains 35 full-page outline pictures of America's most common birds. If coloring instructions printed on each page are accurately followed, these natural appearing colored birds will make a covered collection. 35 pages.

SIXTEEN AMERICAN TREES Gr. 4, 5 \$1.50
An extremely fascinating activity project. 16 best known and most useful American trees are attractively illustrated. Each unit consists of three parts: what to remember (characteristics, height of tree, uses of the wood, etc.), what to do (coloring and writing), and a test for each specific tree. You and your pupils will become so interested in trees that you will find yourselves studying them outside of school. 32 pages.

OUR AMERICAN BIRDS Gr. 4-6 \$2.00
Full-page outline pictures are combined with humorous and tragic incidents of the birds' lives which fascinate children of all ages. 20 birds with a wide range of habitat in the United States, including migrants, stay-at-homes, and geese, are carefully represented. This book is intended to create or stimulate a deeper study of the mysteries and beauties of nature. 46 pages.

SIXTEEN COMMON BIRDS Gr. 2-4 \$1.50
By Zelle F. Mills, a nature lover and an expert science teacher. Information and drawings are authentic. An excellent project for class or club. Introduces 16 common birds, their songs, their homes, and their usefulness to man. Many activities included. 32 pages.

SPRING WILD FLOWERS Gr. 2-4 \$1.50
Illustrations and stories of wild flowers presented in a way to make real nature lovers. Will guide children to deeper appreciation of the beautiful flowers of the forest. 32 pages.

INTERESTING INSECTS Gr. 2-4 \$1.50
A fascinating science unit. Awakens interest in the insect world and develops power of observation. Large illustrations with activity material. 31 pages.

BIRDS, FLOWERS, AND INSECTS Gr. 2-4 \$2.00
This is a combination unit made up of sections of "Sixteen Common Birds," "Spring Wild Flowers," and "Interesting Insects" for those who cannot spend so much time on one particular subject. These books have been prepared with the intention of interesting the children in nature and acquainting them with their most common friends in the bird, flower, and insect world. 51 pages.

BIRDS AND FLOWERS Gr. 2-4 \$1.50
Combination unit made up of sections of "Sixteen Common Birds" and "Spring Wild Flowers." 34 pages.

BIRDS AND INSECTS Gr. 2-4 \$1.50
Combination unit made up of sections of "Sixteen Common Birds" and "Interesting Insects." 32 pages.

FLOWERS AND INSECTS Gr. 2-4 \$1.50
Combination unit made up of sections of "Spring Wild Flowers" and "Interesting Insects." 35 pages.

FUN WITH NUMBERS—BOOK 1 Gr. 1 \$1.50
Beginning Arithmetic. Counting, number concept, writing numbers, number vocabulary, many pictures for coloring. Color Dictionary, Number Dictionary, Flashing activities. Direction given on each page for activities. 50 pages.

FUN WITH NUMBERS—BOOK 2 Gr. 2 \$2.00
This book is adapted to the needs and interests of second grade pupils. Coloring and counting objects, counting and writing to 500 by 1's, 5's, and 10's. Making up picture stories. Adding, subtracting. Learning to count money, to measure days, months, hours, dozens, pints, quarts, inches, feet. Learning about stamps. A very complete unit. 50 pages.

FUN WITH NUMBERS—BOOK 3 Gr. 2 \$2.00
Begins with review of second grade work. Progresses to more difficult Arithmetic, including addition, subtraction, multiplication, and division. Introduction to Roman numerals. Solving practical problems, making purchases and handling money, telling time. Review tests. 56 pages.

FUN WITH NUMBERS—BOOK 4 Gr. 2 \$2.35
An Arithmetic book for thoughtful students, introducing fractions; dividing rectangles, triangles and circles into required sections; two and three number division with and without remainders; solving everyday problems, making change, finding errors. 60 pages.

LANGUAGE Gr. 2 \$2.00
Learning to write can be fun! By learning along with the characters in the story your pupils will progress through capitalization, use of period, correct usage of "did" and "done," "saw" and "seen," and others, sentence completion, story writing, etc. Lots of fun and very instructive. 52 pages.

THIRD GRADE LANGUAGE Gr. 3 \$2.00
A complete unit covering use of capital letters, punctuation marks, combined words, etc. Letter and story writing make this language study practical and interesting. The same characters and thoughts begin in Second Grade Language are used to create continuity of thought and interest. 50 pages.

FOURTH GRADE LANGUAGE Gr. 4 \$2.00
Learning to speak correctly can be fun! Correlating art, grammar, nature study, and social studies. A student having a thorough knowledge of this complete workbook is familiar with all the sixth grade English requirements. 50 pages.

FIFTH GRADE LANGUAGE Gr. 5 \$2.00
Special emphasis on how to do things correctly rather than things not to do. Introductions, how to use a dictionary, a library, and many other everyday refinements. 50 pages.

SIXTH GRADE LANGUAGE Gr. 6 \$2.00
Completed to meet the individual needs of the student in grammar, self-expression, and social studies. A student having a thorough knowledge of this complete workbook is familiar with all the sixth grade English requirements. 50 pages.

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Dr. Nicholas Ricciardi, president of Sacramento Junior College, retired June 30. He was born in New York City on January 16, 1886. He attended New York schools until he moved to Los Angeles, where he attended the City High School. He received his bachelor's degree in education in 1907 and his master's degree in 1908 from the University of California in Berkeley. He was awarded a doctor's degree at University of Wisconsin in 1928.

First a teacher in Oakland, he later became director of vocational guidance there. He became district vocational officer of the federal bureau of vocational guidance in 1918.

In 1921 he was appointed president of California Polytechnic School at San Luis Obispo. He came to Sacramento in 1924 to accept the post of State commissioner for vocational education.

He became president of San Bernardino Junior College in 1933 and left there to accept his present position in 1942.

T. L. (Thomas Lenear) Whitehead of Woodland, Yolo County, retired in June as principal of Dingle Elementary School, where he had been principal since 1924. He has taught ever since 1907 and was connected with the Woodland schools since 1912.

Born in College City, Colusa County, he attended elementary and high school there and went to Stanford University. Beginning his teaching at Bieber, Lassen County, he taught in several rural schools and in 1912 went to Woodland, where he became its best-beloved and best-known schoolman. He will teach this year at Capay Union Elementary School in Yolo County.

Dr. Gertrude Laws, formerly Assistant Superintendent of Public Instruction in the Bureau of Parent Education of the State Department of Education and for the past decade Director of Education for Women in the Pasadena City Schools, retired on August 1 from active service.

Few educators in the history of California schools have made a greater

contribution to the understanding of children by parents than has Dr. Laws. Not only is Dr. Laws known throughout California for her leadership in Parent Education, but as a result of more than 100 articles in professional magazines through the years, she is known to literally thousands of people across the nation.

She has traveled widely and her training embraces many years of experience as student and teacher in some of America's top educational centers. She attended San Diego State Normal School, where she received her first diploma to teach; later she attended Stanford, where she won Phi Beta Kappa recognition; at Columbia University she received her MA and PhD degrees.

First teaching in Oklahoma rural schools, she returned to California, where she taught the sixth grade in San Diego, followed by appointment as critic teacher at San Diego State

To Local Teacher Clubs:

SIERRA Educational News carries significant items from local teachers clubs.

Each club is invited to send items of general interest. Because of severe space limits, only the most significant contributions can be used.

The magazine is necessarily planned far in advance of publication date; example, the November issue goes to press quite early in October. Copy for the November issue should be mailed October 3.

College and then advancement to principal of the demonstration school there.

Her next assignment was as head of the department of education of Monmouth County (N. J.) Organization for Social Service, followed by professorships in education at summer schools at Yale, California at Berkeley and Los Angeles, and at Occidental.

Dr. Laws has bought a farm in the mountains near the College of the Ozarks, where she intends to raise fruit and keep in touch with students of education through the nearby institutions. Thousands of her friends in California wish her well and send her affectionate greetings. She will be sorely missed here, and especially in Pasadena, where her friends and admirers are legion. — Courtenay Monsen, Pasadena.

Donald Edward Johansen, student at Palo Alto High School, wrote the best paper in the fourth Stanford Univer-

sity Competitive Examination in Mathematics held in April in 37 California high schools, 189 students participating; he received a \$500 scholarship at Stanford University. David Brice Toy of Los Angeles, student at Harvard School, North Hollywood, and Frank Paulsen, student at Castlemont Senior High School, Oakland, received honorable mention.

Dr. Vierling Kersey, now director-principal of Van Nuys High School, Los Angeles City schools, is also serving as head of the junior college now being opened on the high school campus. Dr. Kersey is nationally-known as former California Superintendent of Public Instruction and for many years superintendent of Los Angeles City schools.

Thomas Hall Glenn, chairman of the English department at Santa Ana College, has been elected President of the Southern California Junior College Association, according to word from Fred A. Dow, Jr., executive secretary of the association. October 15 is the date for the Fall convention to be held at John Muir College in Pasadena. April 15 is the date set for the Spring meeting at Ventura Junior College.

National School Boards Association opened a headquarters office in May at 450 East Ohio Street, Chicago 11, with a full-time executive secretary, Edward M. Tuttle, formerly editor-in-chief for Row, Peterson and Company, educational publishers. President of this important national association is J. Paul Elliott, 639 South Spring Street, Los Angeles 14. Honorary past-president and leading founder of the national association is Mrs. I. E. Porter, 6 Professional Building, Bakersfield, who has served for many years as State Executive Secretary of California School Trustees Association.

CSF Meeting October 15

Annual general meeting for all chapter advisers of California Scholarship Federation convenes at the Biltmore Hotel, Los Angeles, at 9:30, Saturday, October 15, 1949. A luncheon, at which Dr. Rosalind Goodrich Bates, president, International Federation of Women Lawyers, will speak, will follow at 12:30.

It is expected that these meetings will carry institute credit for teachers of Los Angeles City and Los Angeles County.

Luncheon reservations (\$2.25 per plate) must reach Mrs. Gladys M. Klawitter, 1116 South La Jolla Avenue, Los Angeles 35, not later than October 5. Payment must accompany request for reservation.



HERE ARE TEACHER AND PUPIL HELPS FOR USE WITH THE NEW ADOPTED TEXTS IN THE SOCIAL STUDIES

The new state-adopted books in the 5th, 6th, and 7th grade social studies are UNIFIED texts, combining geography and history in single volumes.

The teacher and pupil aids listed below will help you get off to a good start in your social studies classes this fall.

FOR THE TEACHER: We have prepared complete Teacher's Guides for each volume. They cover the philosophy, organization, and objectives of the Unified Social Studies. They suggest teaching procedures for each unit, including the introduction of the unit, reading-readiness, discussion, development of understandings, and culminating activities for the entire unit. These guides will be of material aid to every teacher.

FOR THE PUPIL: There are two sets of materials:

1. *The Directed Activities Workbook and Key.* These workbooks help the teacher to develop reading readiness and basic concepts and understandings. They provide activities with a purpose. There are a great variety of exercises which include fill-ins, best answers, and other types of objective tests. There are also opportunities for constructive map work.

2. *Unit Tests and Key.* These objective tests are valuable for diagnostic and remedial work and for aid in evaluating accomplishment.

Specimen copies of these materials are on display at county and city offices.

STATE ADOPTED TEXT	TEACHER AIDS	PUPIL AIDS
Grade 5 — <i>The New World and Its Growth (Sup.)</i>	<i>Teachers' Guide</i> 50c	Directed Activities Workbook and Key 64c Unit Tests and Key 08c
Grade 6 — <i>Our American Neighbors</i>	<i>Teachers' Guide</i> 50c	Directed Activities Workbook and Key 64c Unit Tests and Key 08c
Grade 7 — <i>The Old World and Its Gifts</i>	<i>Teachers' Guide</i> 50c	Directed Activities Workbook and Key 65c Unit Tests and Key 08c

All of these useful aids may be obtained from:

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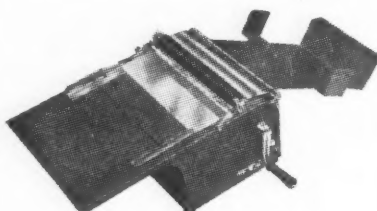
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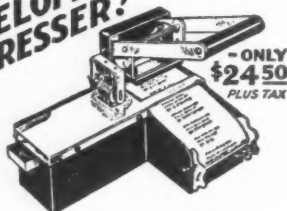
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NEW ARTICULATION PROGRAM

An articulation program is being developed by Chula Vista Union School District and Sweetwater Union High School District, according to word from Dr. J. Calvin Lauderbach, district superintendent of the elementary district. Planning meetings were attended by the elementary school principals; junior high school principal, vice-principal and dean of girls; senior high school principal and girls' vice-principal; and supervisors.

The objectives of the program are:

1. Coordination of testing programs and use of cumulative records in the various units;
2. Planning general get-acquainted meetings of all 6th grade and 7th grade teachers;
3. Planning inter-school visitation of 6th and 7th grade teachers to observe classes;
4. Arranging visits of all 6th grade classes to the junior high school;
5. Arranging for junior high school counselors to call on each 6th grade class to answer questions and follow-up the class visits to the junior high school;
6. Arranging teacher meetings in social studies, language arts, mathematics, music, and other subject-matter areas for cooperative curriculum planning.

A JUNIOR HIGH BROADCASTS

Santa Monica City School System is fortunate indeed to own and operate its own radio station, KCRW-FM (89.9 mc). John Adams Junior High School is justly proud of a series of broadcasts inaugurated last winter, entitled "John Adams Junior Hi-Lites."

Ruth Martin Davis, radio coordinator for John Adams, worked with the Technical School and with Gene Nielson Owen of Santa Monica City College to produce these programs for the purpose of giving the public a glimpse into the variety of activities carried on in a junior high school.

Speech Arts students carried the opening theme, but the main part of each program emphasized some particular phase of education. Most of these programs were carried on without formal scripts. The enthusiasm and spontaneity on the part of the students participating were the "hi-lites" of each performance. —Katherine Hawkins.

STUDENTS WIN SCHOLARSHIPS

Two \$500 cash scholarship awards were announced recently by Mrs. Olga S. Hamman of San Diego, chairman of

the Seymour Memorial Award committee of California Scholarship Federation.

The award for girls was won by Betsy Mae Buffalo, Long Beach Polytechnic High School. The award for boys was won by Jerome Drobny, Sacramento High School. Seniors in any of the 395 high schools having CSF chapters are eligible for these awards.

The awards are made in memory of Charles F. Seymour, who founded the Federation 28 years ago, setting as its motto, "Scholarship for Service." Mrs. Hamman says, "The 109 applicants for the awards were all outstanding young men and women, representing young America at its best."

DON'T MAKE HIM

Dear Sir:

It surely was a pleasure to find the statement in the article on Children's Reading Tastes in your May issue that the librarian "may not require children to select particular items."

This is a fact which needs to be brought to the attention of teachers, as well as parents, much more often than it is.

The librarian is constantly under pressure from teachers who say: "Make him take an easy book — he can't read the books he chooses," and from the parents who say: "Make him take a good book — I was reading Treasure Island at his age."

Both sides refuse to recognize that to "make" any child take any book would defeat the librarian's chief purpose. —J. Evelyn Hill, Elementary School Librarian, Long Beach.

COMMUNISM CONDEMNED

Attending the recent NEA summer meeting in Boston was the Very Rev. James M. Malloch, D.D., dean of St. James' Cathedral (Episcopal), Fresno, and Vice-President of Fresno Board of Education; he also visited UNO at Lake Success. In an address to the summer session, Fresno State College, Huntington Lake, Dr. Malloch discussed "Where Do Educators Stand on the Dangerous Problems of Our Time?" He declared that the NEA proclaimed great ideals and advocated the stressing of moral and spiritual values. NEA condemned Communism, and affirmed that members of the Communist Party should not be employed in American schools, because Communists are not free to think for themselves.

At Fallen Leaf Lake, in Eldorado County, with Cathedral Peak in the background, a bronze plaque on a huge granite boulder was recently dedicated in honor of W. W. Price of Palo Alto, who inaugurated, in 1919, the nature-guiding program in the national parks of the United States.

"Her Name's Gloria"

By Auril Wood, Oakland

Teacher of Adjustment Class, E. Morris Cox School, Oakland; W. A. Benner, principal

"Please, Mrs. Abbott, don't make me . . ." Lea squirmed farther into the comforting security of her seat.

"Won't you just hold your picture up?"

"I don't want to," Lea's tiny voice implored.

"We'd like to see it," the teacher encouraged. "It's a lovely picture."

All around, the others begged to show their drawings. Mrs. Abbott started to repeat her request, but Lea's large, dark eyes pleaded to leave her alone. The teacher gave the faintest suggestion of a shrug. Quickly she called on a girl who was eager to talk about her drawing. As that child chattered along, Mrs. Abbott's thoughts continued with Lea.

"She's sat for three months and not a sound out of her," she thought, and remembered Lea's one timid approach for permission to go out.

"How can I help her?" Mrs. Abbott wondered. "I can't haul her up and demand that she speak. That would certainly send her back into her shell. I'll have to wait for an opportunity," the teacher decided.

Several days later Lea brought a doll to school.

"Now's the chance," Mrs. Abbott reminded herself.

"You be the mother today, Lea" she suggested.

Lea shyly took her place in the playhouse. She played happily through the activity period.

"Would you tell your doll's name?" Mrs. Abbott asked cheerfully as she stood beside Lea's desk.

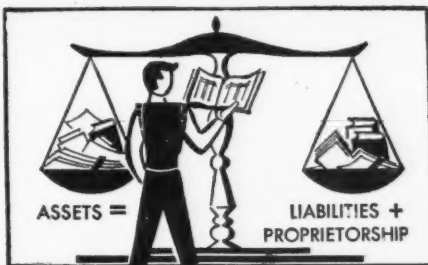
"I don't want to go up front," Lea whispered.

"You don't have to; just tell us from here."

Quickly, as if to get it over as soon as possible, Lea held the doll above her head for all the class to see.

"Her name's Gloria," she said softly but clearly.

"That's beautiful!" Mrs. Abbott praised, and with a smile walked to the front of the room. That was one step ahead for Lea. The rest would follow slowly and naturally.



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Following the popular theme of the U. S. Treasury's Opportunity Drive, which closed recently with 120% of the quota subscribed, the fall issue of School Savings Journal for Teachers has the attractive cover shown above; it shows children hailing America's opportunity in 1949. Teachers receive the journal free; it is distributed by superintendents and principals.

Tools of Teaching, for elementary teachers, is a 72-page catalog and guide; an invaluable aid in selecting teaching material of all types. It includes graded lists of hectograph and spirit-machine workbook, posters, maps, rhythm band sets and instruments, Judy puzzles, and many other new teaching aids. Send 10c in coin to cover handling and mailing; address School Service Company, 3617 Wellington Road, Los Angeles 16.

NORTHERN MENDOCINO MEETS

About 50 members of the Northern Mendocino County Teachers Club of CTA North Coast Section held a delightful meeting April 30 at Covelo. Teachers from Willits, Laytonville and Covelo and members of the county school superintendents office enjoyed the session.

Election of officers resulted as follows: Leroy Bird of Covelo, president; John Hardwick of Willits, vice-president; Hilda Hagne of Covelo, secretary; Laurel Howard of Laytonville, treasurer. Directors: Katherine Bradley, Laytonville; Gladys Cave, Willits; Frank McNair, Covelo.

CTA Field Representative Fosdick talked on legislation and presented the charter to the club, which makes the group a definite part of the State organization. W. A. Chessel of Ukiah, a director of the association and principal of Ukiah High School, spoke on Retirement. A delicious barbecue was served at the Forest Rangers Station at noon. Next meeting of the club will be in September. — Gladys Cave, Press Correspondent.

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In Memoriam

Miss Lillian Sullivan

Lillian Sullivan, for the past 27 years in charge of the membership records of California Teachers Association, at State headquarters in San Francisco, died August 5. A native daughter of San Francisco, Miss Sullivan came to the Association as a young woman and devoted her life to its membership work. Quiet, kindly and efficient, she was highly respected by all who came to know her.

Mrs. Babcock of Willits

Mrs. Annie Rebecca Babcock of Willits, Mendocino County, beloved and widely-known schoolwoman, died May 3. She held many positions of leadership in CTA and upon her retirement in 1932 was awarded an honorary life membership. She was born in Little River, Mendocino County, 1867, to Mr. and Mrs. Charles Pullen.

She capped an achievement-studded teaching life by going into the County Superintendent of Schools office, where she remained until the Babcocks left Ukiah about 1914, and later went to El Monte, California, where she taught for a number of years.

After her husband's death in 1919 she returned to Willits to be near her son, Dr. Raymond Babcock, who was practicing there, and also resumed teaching. She climaxed her long career by becoming principal of the local school, from which post she retired in 1932.

Her long service in the public school system of the State was marked with countless friendships and accomplishments.

Harriet Murray of Gridley

Harriet Murray, teacher in Gridley Union Elementary Schools, Butte County, for 27 years, died on April 10, 1949, after an illness of several months.

Mrs. Murray, whose teaching career began in 1902 in Adams County, Washington, came to the West Coast from her birthplace at Ashley, Missouri. In all she taught 33½ years, many pupils now in the Gridley schools being sons and daughters of earlier students.

Mrs. Murray's conscientious service is today reflected in the esteem she commanded from her fellow-teachers. Her contribution to education was

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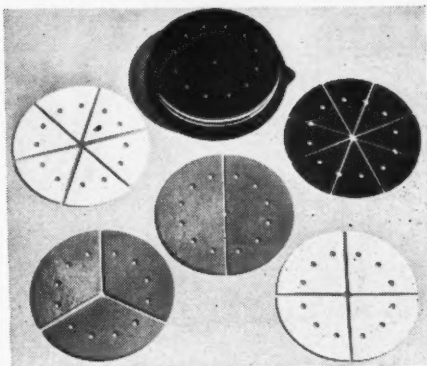
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Mrs. Fitts of Claremont

Mrs. Ada Stephens Fitts, faculty member of Claremont high school, Los Angeles County, and wife of Charles T. Fitts, emeritus professor of education at Pomona College, died June 26. Born in New Jersey, she

received her BA at Adelphi College, MA at Pomona College, and took graduate work at Cornell and other universities; she was a member of Pi Lambda Theta, honorary education fraternity.

She and Mr. Fitts taught in Honolulu, where they met and married. They went to Claremont 29 years ago, where, until his retirement last year, Mr. Fitts was on the Pomona faculty; he has been secretary of Western Col-

lege Association since its founding 25 years ago.

Mrs. Fitts was widely known in Southern California educational circles, particularly in the fields of school librarianship and guidance. For many years she was adviser of California Scholarship Federation.

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A Primer of Life Adjustment Education for Youth, by Hull, is a 30-page, illustrated bulletin issued by American Technical Society, Drexel Avenue at 58th Street, Chicago 37; price 45c. The Society's previous brochure, "High School—What's In It for Me?" had 40,000 requests and provided tangible evidence of the interest schools are taking in the program of the Commission on Life Adjustment Education for Youth. To meet the demand for additional information, the Society has published the new primer, which meets an exceedingly important need.

Happier For His Presence, — San Francisco and Robert Louis Stevenson by Anne

Roller Issler, is a beautifully-printed and illustrated book of 190 pages, published by Stanford University Press; price \$3.50. Mrs. Issler, field representative of Survey Associates, widely-known as an author, social worker, and collector of Stevenson memorabilia, is also one of the founders of the newly-formed Napa County Historical Society. Congratulations to the author and to Stanford University Press upon the publication of this revealing biography.

How to Make a Speech and Like It, by Lawrence H. Mouat, assistant professor of public speaking, San Jose State College, is a praiseworthy, illustrated book of 94 pages, issued by Pacific Books, P.O. Box 558, Palo Alto. This concise, snappy guide is for adult education classes where formal textbooks wouldn't be studied, busy professional people, industrial training groups, and others who want good guides in a hurry.

Teacher Behavior Most Disliked by Students is an 8-page, illustrated brochure, abstracting a Stanford University doctorate of education dissertation by Harold B. Long, district superintendent, and Lloyd Farley, principal, Gilroy Union High School, Santa Clara County, and published by the Gilroy Dispatch. This stimulating survey of over 1600 pupils, kindergarten through senior high school, is of interest to every teacher. For a copy address H. B. Lyon, Gilroy.

Piano Instruction in the Schools, a report and interpretation of a national survey, edited by Sur, a 76-page monograph, is published by Music Educators National Conference, 64 East Jackson Boulevard, Chicago 4, Illinois; price \$1. This excellent illus-

trated statement is one of the major contributions resulting from the MENC long-range programs of studies and investigations pertaining to the relationship of music to the general curriculum.

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The Stutterer and Achievement Tests and The Handling of Stuttering Cases, two practical and helpful papers, giving brief insights into the stutterer's problem, are by Mrs. Kathryn Stasney, director of speech correction, Alhambra City Schools, 601 North Garfield Avenue, Alhambra, from whom interested teachers may obtain copies.

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The Ways of a Mud Dauber, by George D. Shafer, emeritus professor of physiology, Stanford University, is a beautifully printed and illustrated book of 90 pages, published by Stanford University Press; price \$2.50. Every California teacher interested in nature-study and things out-of-doors will enjoy this charming book full of personable wasps.

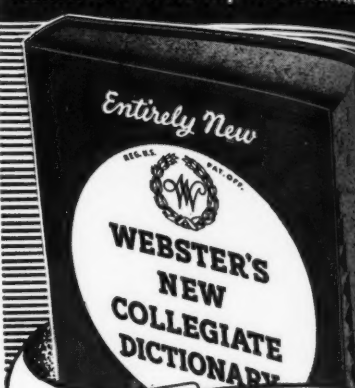
Language Teaching in Grades 1 and 2, by Dawson, published by World Book Company, is a comprehensive and significant professional book in an important field which hitherto has seriously lacked published material. The author presents complete units of experience which little children can appreciate and understand.

Alcohol and Human Affairs, by Spalding and Montague (with an appendix on tobacco and narcotics) an illustrated book of 255 pages, issued by World Book Company, is styled for high school students. The tone is calmly objective; scientific in its presentation of facts and statistics, restrained and temperate in its discussion of the social, medical, and legal considerations involved. Controversial issues are masterfully handled by an impartial presentation of the main arguments of all sides.

Third Mental Measurements Yearbook, edited by Oscar Krisen Buros and published by Rutgers University Press, New Brunswick, New Jersey, is a big, important, encyclopaedia of over 1,000 pages; price \$12.50. The previous edition was issued 8 years ago; the new edition covers tests of every description for all school levels. Dr. Buros has admirably edited, in the same series, 5 compendiums of educational, psychological, and personality tests.

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Child Development, by Willard C. Olson, professor of education and director of research in child development, University of Michigan, an illustrated book of over 400 pages, is a comprehensive and original treatment of child development in the early, middle and later years of childhood, with some consideration of infancy and adolescence. Published by D. C. Heath and Company; price \$4.

Sequoia and Kings Canyon National Parks, by White and Pusateri, an authoritative guide-book of 225 pages, with illustrations and maps, is published by Stanford University Press; \$3.

Better Learning Through Current Materials, edited by Kinney and Dresden, both of the School of Education, Stanford University, an illustrated monograph of 200 pages, is an outgrowth of a Stanford workshop and embodies the rich harvest of those studies; published by Stanford University Press; \$3.

La Jesucita (Little Jessie) is a dance song of Mexico and Spanish California, arranged by Lillian Mohr Fox and published by Birchard; price 15c. Mrs. Fox, elementary supervisor of music, Pasadena City Schools, is nationally-known in the field of music education as author, composer, teacher and lecturer; she is national music chairman, Delta Kappa Gamma, 1949-51.

An Evaluation of Modern Education, by J. Paul Leonard and Alvin C. Eurich of California, with cooperation of 6 others, is a report sponsored by the Society of Curriculum Study. An illustrated book of over 300 pages, published by D. Appleton-Century Company, this worthy volume treats 3 aspects of the subject. The first chapter is an attempt to present briefly the nature and objectives of modern education. The next seven chapters contain a critical summary of studies that have attempted to appraise educational practices. The last chapter is an evaluation of existing studies in the light of current criticisms together with their implications and suggestions for future study.

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Teaching Children To Read, by Fay Adams, professor of education, University of Southern California, Los Angeles; Lillian Gray, associate professor of education, San Jose State College; and Dora Reese, formerly field supervisor, department of education, State Teachers College, Duluth, Minnesota, is an important illustrated volume of over 500 pages, in a series edited by Tiegs and Thorpe, both of University of Southern California. This text is for college courses in the teaching of elementary-school reading and for the practical use of the in-service teacher. Published by Ronald Press; price \$4.

Yes, We Do Teach Reading, and Yes, We Do Teach Arithmetic, are titles of two

praiseworthy 4-page leaflets, issued by Santa Barbara City Schools, Dr. E. W. Jacobsen, superintendent, for the benefit of parents and others interested.

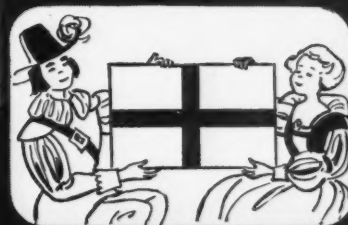
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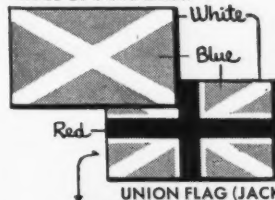
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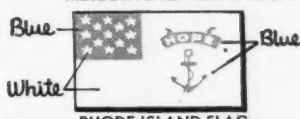
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1776—Jan. 1 Flag of United Colonies: Great Britain's Meteor flag's red field divided into 13 red and white stripes.

1776—This flag outmoded by Declaration of Independence.

1777—June 14 Flag of the United States: 13 stripes alternate red and white; and 13 stars, white in blue field.

1794—With 15 states, U. S. flag has 15 stars, 15 stripes.

1818—With 20 states, stripes decreased to 13; stars increased to 20; provision for new star for each new state.

1916—June 14th established as Flag Day.

Above Data—from James A. Moss', "The Flag of our United States" by Rand McNally & Company (out of print). For flag law, Public Law 829, 5 cents, write Superintendent of Documents, Washington 25, D. C.

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THREE NEW SCHOOL FILMS

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Preserving Food (10 minute; color also; Coronet). Out of a bag of groceries, along with bread, milk, fresh fruits and vegetables, come the reasons for food spoilage and how to prevent it. Future homemakers in junior and senior high learn of spoilage, and see mold and bacteria under the microscope. Simple in-the-kitchen methods of short-time and long-time preservation include: Care, cleanliness, control of temperature and moisture, canning, drying and freezing.

Making Electricity (10 minute; Encyclopaedia Britannica Films). Wires, a magnet and a piece of iron light a lamp for Bob to help your young explorers in elementary science discover the principle of the generator. After the classroom demonstration (it works!) they visit the city's hydroelectric plant to find the same principles working.

Machines Do Work (11 minute; Young America Film). Tom discovers types of machines (lever, wheel and axle, inclined plane, pulley) which make work easier. He sees simple machines (bottle opener, oars, knife, windlass) as parts of a more complicated one (steamshovel), a beginning experience in elementary science.

COMING EVENTS

September 3 — CTA Board of Directors, regular meeting. CTA State headquarters, San Francisco. Dates of subsequent regular meetings, — December 2; January 7; March 4; April 7, 8.

September 5 — First Continental Congress met in Philadelphia, 1774.

September 5 — Labor Day.

September 9 — Admission Day; California became a State, 1850.

September 14 — "Star-Spangled Banner" written by Francis Scott Key at Baltimore, 1814.

September 17 — Constitution Day.

September 30-October 2 — CTA Southern Section; annual training conference for local teachers club leaders. Camp Seely, San Bernardino Mountains.

October 3-5 — NEA Safety Commission; national conference on high-school driver education. Jackson's Mill, West Virginia.

October 5-8 — California Association of School Administrators; annual conference in cooperation with State Department of Education. Santa Cruz.

October 8 — CTA Bay Section Council; regular meeting. Womens City Club, San Francisco.

October 8-11 — State Department of Education; annual conference on the direction and improvement of instruction and on child welfare. San Jose.

October 10-12 — County and Rural Area Superintendents; 4th national conference. Memphis, Tennessee.

October 12 — Columbus Day.

October 14, 15 — State Advisory Council on Educational Research; first annual State conference. Santa Barbara College.

October 15 — CTA Southern Section Council; regular meeting. At the Section headquarters, Los Angeles.

October 15 — California Scholarship Federation; annual general meeting of chapter advisers. Biltmore Hotel, Los Angeles.

October 17-24 — United Nations Week.

October 24-27 — NEA Department of Adult Education; annual conference. Cleveland, Ohio.

October 28-30 — CTA Bay Section; 8th annual officers training conference. Asilomar.

October 31 — Hallowe'en.

November 6-12 — American Education Week.

November 8 — Election Day; emergency election on the \$250 million School Bond Issue; Vote YES on Number 1, the School Bond Issue.

November 11 — Armistice Day of the First World War.

November 12 — CTA Southern Section Council; regular meeting. At the Section headquarters, Los Angeles.

November 19 — CTA Bay Section Council; regular meeting. Womens City Club, San Francisco.

November 24 — Thanksgiving Day.

December 2, 3 — CTA State Council of Education; semi-annual meeting, meetings of the State committees and of CTA Board of Directors. CTA Southern Section Headquarters, Los Angeles.

January 2 — California State Legislature opening of the Budget Session.



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